

Reading Intent

At Oyster Park Primary Academy, we want to foster a lifelong love of reading by exposing our children to a range of various literature across all curriculum areas. We believe reading opens up a new world for children and gives them the opportunity to explore new ideas, visit new places, meet new characters and develop a better understanding of other cultures. Through building up the children's vocabulary, it gives them the word power they need to become successful speakers and writers, as well as confident readers. Reading is a key life skill and we strive to embed a culture of reading into the core of what we do. Providing opportunities for children to read both independently and aloud, as well as allowing them the chance to discuss and recommend books they have read to their peers. Reading and quality literature is implicitly interwoven into our curriculum through the use of key texts to expose our children to various genres and famous authors. This allows us to enhance the variety of exciting topics that we teach. Through our curriculum, children gain vital skills to support them with their reading, such as prediction, clarifying, questioning and summarising (CORE 4). Reading for pleasure is at the heart of our approach. Through regularly reading to children we develop language, comprehension and reading for purpose and pleasure.

Our ambition is for all children to leave Oyster Park Primary Academy able to read for enjoyment, as well as understanding what they are reading so that they can be successful in everyday life. We strive for all our children to reach their full potential in order to prepare them for accessing the KS3 curriculum, as they move to the next stage of their learning journey. To help support those with SEND needs, we ensure children are allocated books that they can decode, in order to build their confidence. We expose children to higher level texts through teacher voice, to improve comprehension and vocabulary. We ensure children have access to interventions, pre and post teaching to ensure success. Children have access to appropriately differentiated questions and texts within comprehension lessons. All our children are taught the same skills- supported by VIPERS and the CORE 4 with texts and questions planned to meet their individual needs. Children still accessing the phonics scheme, will have a text suited to their own reading ability.

Through Oracy within reading, we ensure our children are able to express themselves well. We select a wide range of quality texts, that offer a diverse range of vocabulary. We ensure by having a range of higher-level vocabulary, the children are able to articulate what they want to say, whilst developing the ability to structure their thoughts so that they make sense to others. A wide vocabulary impacts positively on reading comprehension and the ability to make inferences. It enables our pupils to make sense of what they are reading.

Reading Implementation

Reading is a vital skill that will support children's learning across the whole curriculum. As a school, we will ensure that our children are taught to read with fluency, accuracy and understanding through a variety of discreet and cross-curricular learning opportunities. Above all, we want children in our school to become enthusiastic, independent and reflective readers. Essentially, we want children to enjoy reading. Reading is taught regularly, right through school from Nursery to Year 6. Children begin their reading journey in Nursery with a focus on Phase 1 phonics. This concentrates on developing speaking and listening skills and has an emphasis on enabling children to become attuned to the sounds around them, whilst developing the skills of oral blending and segmenting. Within Nursery, pupils are given an opportunity to familiarise themselves with books. Pupils learn how to hold a book the correct way, how to turn pages, how to explore pictures and are exposed to hearing stories – which are all vitally important skills to begin the reading journey.

Within Reception, reading is taught through both literacy-focussed activities based on books and through specific teaching of the Read Write Inc. phonics programme.

The skills of reading comprehension are taught discreetly throughout school during weekly one-hour timetabled comprehension lessons, from Years 2 to Years 6 and through daily guided reading sessions based upon the principles of Chris Such- Primary Reading Simplified. Those children within KS2 who are still accessing phonics, will have a bespoke RWI intervention tailored to their needs. These children have their own individual reading recipe cards, that outline their individual reading diet alongside a bespoke reading comprehension lesson.

Reading Impact

At Oyster Park Primary Academy, we strive to promote a positive reading culture where books and the love of literature is both celebrated and valued. We aim to ensure that our children's attainment is in line or exceeds their potential when we consider the varied starting points of all our children. We measure this using a range of formative and summative assessment procedures, whilst always considering the age-related expectations for each year group. We intend the impact of our English curriculum will ensure our pupils are academically prepared for life beyond primary school.

Whole School Reading

Read Write Inc.

At Oyster Park Primary Academy, we use a synthetic phonics programme 'Read Write Inc.' Read Write Inc. is a method of learning centred around letter sounds and phonics. Using Read Write Inc., the children learn to read effortlessly so that they can put all their

energy into comprehending what they read. It also allows them to spell effortlessly so that they can put all their energy into composing what they write.

When using Read Write Inc. to read the children will:

- learn 44 sounds and the corresponding letter/letter groups using simple picture prompts.
- learn to read words using Fred Talk.
- read lively stories featuring words they have learned to sound out.
- show that they comprehend the stories by answering questions.

When using Read Write Inc. to write the children will:

- learn to write the letters/letter groups which represent 44 sounds.
- learn to write words by saying the sounds in Fred Talk.
- write simple sentences.
- compose stories based on picture strips.
- compose a range of stories based on writing frames.

EYFS

In Nursery, the children are introduced to phonics through Phase 1 Letters and Sounds. Through different activities, children begin to develop their phonological awareness. During the summer term in readiness for Reception, the children participate in the more focused aspects of the Read Write Inc. phonic programme where they take part in daily 10-minute short sessions.

In Reception, the children are introduced to the initial letter sounds (Set 1) during Autumn term. Sessions are daily and last for approximately 15 minutes. As the year progresses, the children are grouped dependent on ability and on individual progress. Children will begin to learn digraph and trigraph sounds, using this knowledge to help them read and write sentences as the year concludes. Children that are working at ARE will be complete an hourly phonics/literacy session daily. In Year 1, Children receive an additional 10-minute RWI session daily in the afternoon. Children receive Same Day Intervention and planned guided interventions for 'at risk of delay' children.

KS1

Children receive the full RWI hour until they have completed the scheme. They are grouped based on ability. In Year 1, Children receive an additional 10-minute RWI session daily in the afternoon. In Year 2, Children receive an additional 10-minute session that supports fluency. Children receive Same Day Intervention and guided intervention for 'at risk of delay' children. In Year 2, children that have completed the RWI scheme now undertake the Guided Reading sessions, over a two week cycle.

KS2

Children that haven't completed the RWI scheme will continue to receive a bespoke RWI intervention tailored to the child's individual needs. Each of these children will also have a reading recipe card that outlines their individual reading diet. The lowest 20% of children will also receive targeted interventions daily, alongside a bespoke phonics comprehension lesson allowing the children to read and answer a range of question types independently.

Teaching & Learning

Reading is a vital skill that will support children's learning across the whole curriculum. As a school, we will ensure that our children are taught to read with fluency, accuracy and understanding through a variety of discreet and cross-curricular learning opportunities. Above all, we want children in our school to become enthusiastic, independent and reflective readers. Essentially, we want children to enjoy reading. Reading is taught regularly, right through school from Nursery. Children begin their reading journey in Nursery with a focus on Phase 1 phonics. This concentrates on developing speaking and listening skills and has an emphasis on enabling children to become attuned to the sounds around them whilst developing the skills of oral blending and segmenting. In Nursery, this is a time where pupils are given an opportunity to familiarise themselves with books. Pupils learn how to hold a book the right way, how to turn pages, how to explore pictures, and are exposed to hearing stories - all vitally important skills to begin the reading journey. Within Reception, reading is taught through both literacy-focussed activities based on books and through specific teaching of the Read Write Inc. phonics programme.

The skills of reading comprehension are taught discreetly throughout school during weekly one-hour timetabled comprehension lesson from Years 2 to Years 6 and through daily whole class or guided reading sessions based upon the principles of Chris Such – Primary Reading Simplified.

At Oyster Park, we understand vocabulary knowledge is essential for all pupils in order to access the curriculum in school and achieve their potential academically. We are aware that pupils in our school are affected by the vocabulary deficit; therefore, we strive to ensure children have the knowledge and understanding of a wide range of words and how to use them in context. They are able to articulate and justify their answers and opinions, to give well-structured descriptions and have the confidence to participate actively in conversations. Vocabulary is implicitly interwoven within our curriculum, and our learning environments are rich in text. All lessons begin with the exposure to key vocabulary that is transferable across the curriculum, to deepen their understanding of key concepts.

Reading Schemes

We have made significant investments in a variety of reading schemes to encourage children to access a range of texts suited to their own personal interests, whilst also extending their reading ability and confidence. Our early readers follow the Read Write Inc. scheme. Once children have become fluent readers, our aim is to widen their reading experiences and promote reading for enjoyment by providing them with 'real' books, in order to enhance reading for pleasure. We worked alongside renowned book specialists from Madeline Lindley to ensure that our banded 'real' book provision that we offer is progressive, current and reflects the diversity of our modern world. The levelling is done in a 'best fit' way, meeting the criteria as much as 'real books' can, allowing for the non-contrived way they are written.

Individual Readers

At Oyster Park, every child is heard read individually by an adult at least once a week in school. The frequency is dependent on the child's ability and engagement of parents at home. During these individual reading sessions, children are heard read a chosen book from the reading scheme or from personal choice if the child is a free reader. The reading material is matched to the child's ability, with some degree of difficulty – in any page there should be a couple of words which provide challenge. Children who have been identified as needing support to improve their reading are targeted for additional reading whenever possible. Every child has a reading record/diary and an individual scheme reading book.

Within the reading diary, each adult records the title of the present book; the page numbers heard read, the date and the adults' initials. All adults encourage the children to decipher unknown text for themselves – using the strategies taught in class and in particular those skills and strategies taught in their guided reading sessions. Children are then questioned about the text linked to the whole school question stem strategy, to decipher what they have read in order to check for levels of comprehension. A constructive/positive comment is then made by the adult in the reading diary, sometimes with targets for development. If there are particular words of difficulty these are recorded for the children to practice.

Focussed Readers

At Oyster Park Primary, we have implemented a focus reader initiative where within each class during the half term there is a selected child, currently a child in receipt of pupil premium, who undertakes reading projects/ activities of interest with a key adult. This is to broaden their knowledge of texts, language and understanding and to develop and nurture a love of literature.

Author Focus / Study of the Term

Each term, each year group choose an author to focus upon. The purpose of the author study is to expose children to the key works of various authors, allowing them to compare and contrast writing styles and to support them when establishing their own writer's voice.

Ready, Steady, Write

At Oyster Park, Read to Write is the main basis of our English Curriculum. Read to Write is evidence-based teaching of writing, empowering teachers to provide high-quality teaching of writing through high-quality literature. Each year group has detailed units of work focus on engaging, vocabulary-rich texts, with a wealth of writing opportunities within and across the curriculum. Read to write acts as a literacy support tool that offers help with reading text out loud, understanding unfamiliar words and then applying this in their own individual writing. Through the texts we expose them to using this scheme, we have seen evidence that when children read extensively, they become better writers. Through reading a variety of genres, this helps children learn text structures and language features, allowing them to build on their oracy skills when discussing the main elements of a text.

Nick Hart- Part Sentences

Children in Reception, Year 1 and Year 2 continue to use vehicle texts as a stimulus for learning; however, their writing is primarily structured around the Nick Hart Part Sentence approach, which supports the development of vocabulary, sentence construction, and overall writing skills.

Promoting Pleasure for Reading

Learning Environment

In our school, we will strive to give pupils a stimulating environment, where reading materials are presented in an attractive and inviting way. Books are used to enhance displays and to provide reference points for deeper learning. Furthermore, within English lessons we create an environment that stimulates the generation of ideas from texts, where all ideas are accepted and valued. Each classroom has a dedicated reading area to encourage and motivate children to read. These areas provide a comfortable and relaxing area, where books can be shared and enjoyed. Each classroom reading area is stocked with a rich variety of books based upon the children's interests, thus allowing the children to have access to a significant 'library' collection of books of various genres for the children to enjoy. Within each reading environment, children have access to various age appropriate question stems linked to the content domains that support with developing reading comprehension. these are also referred to as prompts and reminders for adults when listening to children read. Each reading area has a cross curricular selection of books that are related to their current topics, this offers the children a variety of different genres to support their learning.

Story Time

Throughout school, story time is implemented into the daily timetable to promote the love of reading. This is where teachers and support staff read regularly to the children, modelling the use of intonation and expression to bring characters to life and to expose the children to a wide range of literature such as stories, poetry and information texts. Storytime is planned across school using 'The Magic of Stories' planning. This ensures that children are exposed to a variety of authors, poetry and different types of narratives. This helps to extend children's vocabulary and comprehension, as well as support their writing and support a love of reading.

Class Readers

Years 3- 6 will use class readers during Story Time sessions. The selection of books has been carefully guided by topic choices that reflect children's interests and teacher recommendations. This approach ensures that the texts are both engaging and relevant, fostering a genuine enthusiasm for reading while supporting the development of key skills and knowledge. By incorporating children's preferences, the chosen books encourage ownership of learning and promote curiosity, while teacher input guarantees that selections are pedagogically sound and aligned with educational goals. Together, these considerations create a balanced and purposeful collection that enhances literacy experiences and strengthens connections between classroom learning and individual motivation.

Library

We have established strong links with the local library and organise regular visits for all year groups promoting the use of the Library within our community. As a school, we have been assigned teacher library cards, where books are loaned for the class based on children's selections and used to enhance book provision within classrooms and these are returned in line with regular loaning conditions. In the Summer term, staff from the Library visit to deliver an assembly based upon the annual Summer reading challenge to encourage children to read for various rewards.

Reading Ambassadors Airedale Academy

Positive reading role models play a vital role in the life of our school and in collaboration with the English department at Airedale Academy, Reading Ambassadors from KS3 visit school on a regular basis to promote reading for pleasure sharing a deep enjoyment of reading by listening to pupils read, reading and sharing books and initiating book talk.

Author Visits

At Oyster Park we strive to promote a reading culture that promotes a lasting impression on our children. We welcome visits by authors, to promote and build positive relationships between our children and the wider world, potentially inspiring them to pursue a career in literature and to connect lessons learned in the classroom with the wider world. We hope by implementing author visits to enrich our curriculum, our children will be able to identify with the struggles and joys of writing and the publication process and develop an understanding of the writers thought process. Providing these experiences to our children, making authors 'real', we want our children to recognise the authorial intent of the books they read, helping them to develop their comprehension abilities of making predictions and inferences, as well as embodying other traits of competent readers.

Reading is a huge priority for us at Oyster Park and we pride ourselves on our reading culture within school. We place a huge importance on reading within school and at home and developing that reading for pleasure and love of literature. At Oyster Park we strongly believe that books are more than stories and facts; they are the key to unlocking the potential in every child. To achieve this, we have developed a range of initiatives within school.

Whole School Reading Initiative

To encourage our pupils to read at home regularly, we have introduced a new whole school reading initiative 'Read to Succeed: In it to win it'. Within each class, an interactive reading chart helps to track pupils reading at home throughout the week. We are ambitious in our drive to encourage pupils to read at home to their parents daily, however appreciate this isn't always possible in the busy world we live in. Therefore, the aim is for every child to read their school reading book at home to an adult at an opportunity that they can. Each time a child reads at home, they will receive a raffle ticket to be placed into class box. Additionally, every time a child reads at school they will also receive a raffle ticket to add into the class box. This means at least every child will get at least one ticket throughout the school week. Parents are to sign and date within their child's home reading record, when they have heard their child read. The tickets that children acquire through reading at both home and school, will be put into a prize draw, which will be drawn every half term. The child drawn will win a book to keep for themselves. They will choose this from a selection of books kept in the classroom book prize box. This will help further promote our school ethos of reading for pleasure.

In addition to this, each week within key stage phases the class who has read the most receive the trophy for that week to display in their classroom. Teachers will keep a tally of how many tickets they distribute each week. The tally will then be counted at the end of each term and the class who won the trophy for the most reading will win an extra reading for pleasure session in the school library or at the local Airedale Library. Again, this will help to promote our reading for pleasure ethos and culture.

Book Trunk

Years 1 to 4 will be part of Oyster Park's 'Book Trunk'. This will allow our children to take it in turns to bring the Oyster Park 'Book Trunk' home for the weekend. The 'Book Trunk' will include an exciting book (chosen by the child themselves), a sachet of hot chocolate, a 'Book Trunk' mascot and a reading journal for the children to write a small book review and share their reading experience. This is a great opportunity for parents and children to spend reading time together, to foster a love of literature and reading. The children are encouraged to share fun reading experiences.

Nursery: Dodger & Donut Our Oyster Park Reading Mascots

We recognise that reading is a huge part of your child's development. Early reading ignites creativity, sparks curiosity and inspires children's imagination. It also enables children to learn and understand new vocabulary which in turn develops their speech and language skills. We have adopted two pet reading teddies, Dodger and Donut. Each week a child will be chosen to take the pet home to look after over the weekend to share their book with and learning experiences. A learning journal will be sent home with the pet for parents to share pictures of story time and messages of learning experiences they have done, if they wish.

UFS Reading Initiative

Throughout the year, children will be bringing home each of the six nominated books in the Waterstones Children's Book Awards - Illustrated Books Category. Each day we will send the books home in a book pack with a different child. Within the pack will be the book, a list of questions and prompts that someone at home may wish to ask the child or discuss along with a book review notebook. Within the notebook, adults can support children in writing a comment about the book. Children are encouraged to give the book a star rating! At the end of the project, the class will have a vote to see which book was their favourite and compare this to the actual winner.

Reading Buddy Ambassadors

From Year 3 to Year 6, a select few children will be Oyster Park's reading buddy ambassadors for the younger children within school. The reading Buddy Ambassadors will share books and play fun literacy games with their buddies in a group setting that's facilitated by a staff member during one timetabled story time a week. The Reading Buddy Ambassadors will be able to listen to the children read and read stories aloud to their buddy. The Reading Buddy Ambassadors will also have the responsibility of writing a short blurb for our termly newsletter about their reading duties. They will also be able to discuss any book recommendations that they have within the newsletter. They will also have the responsibility for ensuring the libraries are kept tidy and up to date with a range of different texts on display.

Parental Partnerships

Home Reading

At Oyster Park Primary, we value the importance of parental partnerships in order to provide the best education for their child. Parents are encouraged to listen to their children read at home and able readers are expected to read independently at home to build reading mileage. Each child from Reception to Year 6 take a 'reading book' home every day, this is a book that the children choose supported by a member of staff (unless they are free readers) to ensure that the text is accessible and in line with their reading ability. Parents are asked to comment/sign their children's reading record book every time their child reads at home. Parents are also provided with guidance about how to best support their children in reading, for instance, examples of questions that they can ask, strategies that are used within the classroom and how to praise specific elements such as intonation and fluency.

Inspire Sessions

Planned throughout the year, are opportunities for parents to visit school to participate in various activities with a reading focus, such as the 'Christmas read' and 'Book Week'. During these sessions, teachers model how to support with developing reading fluency and comprehension skills and provide opportunities for parents to explore text activities with their child.

Parent Workshops

During the year, Parent workshops are delivered. These workshops are tailored to year phases across school. Within these sessions, parents are able to observe how reading is taught within school and gain advice on how to support their children at home is shared with support packs with resources to use are provided. Workshops delivered range from RWI phonic delivery and support to reading comprehension strategies as children progress through school. We also implement Inspire sessions to promote reading for pleasure and to celebrate how we champion this in school to our children to encourage parental engagement at home. For parents who struggle with their own literary skills, we signpost to a range of facilities and courses available within the wider community through our family support worker.

Promoting a Reading Culture

At Oyster Park we acknowledge the importance and impact of parental engagement on children's academic success. We have implemented a parental book swap to provide an opportunity for parents to pursue their own love and desire to read, creating positive reading role models within the family environment.

Early Years Foundation Stage

The curriculum in the Foundation Stage offers many opportunities to develop the skills required for reading. Speaking and listening are two of the first skills to be focused upon; these are developed through listening to stories, shared reading, role-play, opportunities for talk through continuous provision and Phase 1 of letters and sounds.

To try and develop parental awareness of our approach to reading, we offer a Reading Workshops at key points throughout the year where parents are offered the chance to come into school and observe how reading is promoted and taught to their child with an opportunity to put what they have seen into practice.

Read Write Inc.

In Nursery, the children are introduced to phonics through Phase 1 Letters and Sounds. Through different activities, children begin to develop their phonological awareness. During the summer term in readiness for Reception, the children participate in the more focused aspects of the Read Write Inc. phonic programme where they take part in daily 10-minute short sessions.

In Reception, the children are introduced to the initial letter sounds (Set 1) during Autumn term. Sessions are daily and last for approximately 15 minutes. As the year progresses, the children are grouped dependent on ability and on individual progress children. Children will begin to learn digraph and trigraph sounds, using this knowledge to help them read and write sentences as the year concludes. Children that are working at ARE will be complete an hourly phonics/literacy session daily. In Year 1, Children receive an additional 10-minute RWI session daily in the afternoon. Children receive Same Day Intervention and planned guided interventions for 'at risk of delay' children.

Promoting Reading in Nursery

Each week for the children within Nursery, there is a focus Nursery rhyme. This is shared with the children within the setting and actions assigned to assist recall and is sent home for the children to practise alongside their parents. This is in support of the research that knowledge of nursery rhymes enhances children's phonological awareness and sensitivity to individual phonemes and rhyme, and stimulates phonemic skill development.

Within Nursery pupils choose a book from the class library on a weekly basis to share with their adult at home promoting and encouraging reading for pleasure at home.

FEET sessions

FEET sessions are run in school by a Learning Mentor and are offered to all our Nursery new starters the half term before they join our school. Sessions focus on developing parental knowledge of how they can support their child's learning and development at home. For example, modelling how to share a story, modelling positive interactions, sharing information of key child development milestones and sign posting parents to additional support should they need it.

Book Start

On enrolment, parents are provided with a Book Start pack to support and encourage parents and carers to start sharing books, stories and rhymes with their child. This is the first step towards breaking intergenerational cycles of low achievement and poverty. One of the guiding principles of the Book Start programme and associated activities is to increase the confidence of every parent and carer and get them actively involved in their child's learning.

Provision Areas

Within Foundation Stage, there are dedicated reading areas both with indoors and outdoors provision that promote the love of reading. The use of sound buttons to record key questions to support building the language and comprehension plays a key part within. Within the provision, there are key story props and costumes to allow children the opportunity to retell and act out stories or plays they have been shared.

Key Stage One

Building on the Foundation Stage provision, there are dedicated reading areas within Year 1, where children have the opportunity to read and act out stories, using the costumes and items provided linked to the topic or theme. There is a wealth of literature to enhance displays and provision areas.

Read Write Inc.

Children receive the full RWI hour until they have completed the scheme. They are grouped based on ability. In Year 1, Children receive an additional 10-minute RWI session daily in the afternoon. In Year 2, Children receive an additional 10-minute session that supports fluency. Children receive Same Day Intervention and guided intervention for 'at risk of delay' children. In Year 2, children that are exceeding ARE now make use of the John Murray Guided Reading scheme to develop and enhance their reading skills.

Shared Reading

Within Year 1 and during the first initial term of Year 2, the children participate in daily-shared reading sessions. Shared reading sessions involve children being exposed to short vocabulary rich texts, where the children can physicalise the text in order to internalise the language and meaning allowing them to fully comprehend what they have read/ listened to. This secures the foundations blocks for more formal comprehension teaching to be developed later on within year 2.

Reading Comprehension

The children in Year two, in preparation for the Statutory Assessments, undertake a weekly reading comprehension session. This allows children to develop the pace and stamina to read texts and answer more formal written questions. As a school, we adopt the VIPER structure for comprehension questioning developed by the Literacy Shed, where question domains are linked to a memorable character from the children to recognise and associate specific question types. We also embed the teaching of the CORE 4 (predicting, clarifying, summarising and questioning) reading skills. The CORE 4 reading skills have strong links through the cognitive strand of Oracy. In Autumn, Year 2 will begin using a range of texts suited to their ability. In Spring 1, the children will use texts taken from previous Statutory Assessments in order to prepare them for sitting the Statutory Assessments. The use of varied texts will then continue on in the summer term, allowing the children to be ready to enter LKS2.

Key Stage 2

Reading Comprehension

Each week a discrete reading comprehension session is timetabled to develop the comprehension skills and reading strategies, to help children stay engaged and think about what they are reading. Teachers explicitly teach reading strategies (CORE 4), to support children to apply the strategies whilst reading independently. To support with reading comprehension, a range of resources are utilised by teachers. Our Reading Cycle encourages learners to both understand and apply core-reading skills and improve their vocabulary, develop higher order reading skills using easy to decode texts, improve knowledge and understanding of what is being read at word, sentence and whole text level, as well as increase a child's fluency in a meaningful and coherent manner. Each comprehension lesson will include an AFL starter- this will be based around a skill identified as a weakness. Each teacher will follow the same set of slides, to ensure consistency and fidelity across school. In Year 5 in the Summer term, children will have access to two comprehension texts as oppose to one, this will allow the children to increase their reading stamina and ensure that they are prepared for the Year 6 tailored reading curriculum. In Autumn, Year 6 will use a range of varied texts that link with the Guided Reading genre/text that week. In the Spring term, the children will use texts taken from previous Statutory Assessments in order to prepare them for sitting the KS2 Statutory Assessments. The use of varied texts will then continue on in the summer term, allowing the children to be ready to enter KS3.

Reading Intervention

At Oyster Park Primary Academy, we subscribe to the charity initiative, Pixa Primary. The Pixa strategies are primarily used within Key Stage Two, where we utilise the resources to support plugging gaps in learning through the identification and implementation of specific teaching therapies.

Guided Reading

In addition to the formal comprehension (Cold Application) session, each day the children in Year 2 and KS2 who are no longer on the RWI scheme participate in a 35-minute Guided Reading session. This session is a structured cycle- supported by the Chris Such principles of reading and incorporates elements of the Literacy Shed Vipars strategies and the CORE 4 reading strategies.

•**Pre Read/ Orientation Session** - a chance for the children hear the focus text- promoting their speaking and listening skills. It gives the children a chance to read the focus text through independently and using fluency strategy strategies. Children ask one or two discussion questions and children will need to have an answer ready for the guided session the next day.

•**Re-orientation- Vocabulary Session-** Word Knowledge & Word Choice. Teacher can select words, but children encouraged to have some autonomy over words chosen. Children will explore the key vocabulary in the text- linking to the CORE 4 clarifying strategy. Teachers can use this session to explore the lesson in more detail. This should include the teaching of vocabulary as:

- Explicit – teach word meanings directly
- Contextualised – words appear in meaningful sentences/story
- Repeated – revisited several times (over the cycle)
- Oral + written – say it, hear it, read it, physicalise it
- Linked to known words – connect to prior knowledge
- Focused on Tier 2 words (useful, general words like enormous, glance, fragile) (Chris Such- Primary Reading Simplified)

•**Higher Order Reading- Guided Read-** Teacher Led- Before reading, discussion the focus question from the previous day. The main focus is comprehension during this session developing deep comprehension rather than their mechanical reading. The teacher should prepare 4–5 high-quality questions in advance, carefully designed to promote: retrieval, vocabulary understanding, inference and explanation. During discussion, pupils should be encouraged to justify their answers with evidence from the text, allowing the teacher to assess both understanding and any gaps in knowledge or language. This approach aligns with Chris Such's emphasis on:

- Explicit teaching of comprehension – focusing directly on understanding rather than hoping it develops indirectly.
- Carefully sequenced questioning – guiding pupils from surface-level meaning to deeper interpretation.
- Attention to vocabulary – addressing unfamiliar language to support access to the text.
- Oracy and discussion – using talk to deepen thinking and clarify understanding.
- Children to justify with evidence to allow assessment of understanding and unfamiliar language.

•**Post read – Warm Application-** Children re-read the text. They then answer test style questions based on the discussions during the guided read layer the day before. This post-read warm application supports pupils to revisit and apply their understanding independently, using prior discussion to answer questions with greater accuracy and depth. This links to Chris Such's Primary Reading approach, which emphasises re-reading, retrieval practice and applying taught strategies, ensuring comprehension is secure and not superficial, and helping pupils transfer their understanding to new contexts.

•**Cold Application –** Children use the skills to apply to the same text- different texts to ensure that they are secure in their reading skills taught throughout the weekly cycle. Children will answer these questions independently. The teacher can work with a target group that may change weekly dependent on AFL. Cold application enables pupils to apply previously taught reading skills independently to the same text, ensuring their understanding is secure and transferable. This reflects Chris Such's Primary Reading approach, which emphasises independent practice, consolidation and the application of strategies beyond guided support, allowing pupils to become confident, independent readers rather than relying on scaffolded or mechanical responses. The use of targeted group work, informed by AFL, also aligns with a responsive approach to teaching, ensuring all pupils are supported to develop fluency and comprehension at the appropriate level

In order to support planning, teachers use a range of resources to support comprehension delivery including texts from Literacy Shed Plus, John Murray, Grammarsaurus, Class Readers and the creation of their own texts and questions.

The same structure is followed in UKS2, but some sessions in Year 6 are condensed into two days as oppose to one day. This is to allow more time to be spent embedding the skills during longer cold application sessions. During extra cold applications for Y6, they explore a text over the half term, deepening their skills within a range of question types. Then on day 5 they will deep dive into the questions and answers, allowing teachers to use this for AFL purposes.

Read, Write Inc.

Children that haven't completed the RWI scheme will continue to receive a bespoke RWI intervention tailored to their individual needs. Each child had their own reading recipe card that outlines their individual reading diet.