

#### Reading Intent

At Oyster Park Primary Academy, we want to foster a lifelong love of reading by exposing our children to 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 and to enhance the variety of exciting topics that we teach.

#### Reading Implementation

At Oyster Park Primary Academy, within our English curriculum, we have incorporated key age appropriate class reader texts to celebrate and promote the value of literature and language to our children. These books are used to create opportunities to develop reading fluency and comprehension with a focus on key reading strategies and skills. As well as develop grammar and punctuation knowledge and understanding to use and apply across the wider curriculum. We implement various strategies to ensure children are exposed to a wide range of vocabulary ensuring opportunities to verbalise and apply higher-level language in all areas of learning.

#### 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.

##### Bug Club

As a school we subscribe to Bug Club, a whole-school phonically based online reading scheme with interactive activities that hooks children into a lifelong love of reading through stunning books and an incredible online reading world filled to the brim with popular characters. Each child has a personalised homepage where they'll find the e-Books they've been allocated by the teacher and motivating rewards. This ensures that each child can find a book at exactly the right level for them. The online reading world ensures children can access independent reading resources anywhere at any time. New books will be allocated regularly.

Bug Club books have a fantastic range of titles, which are graded into the same colour-coded Book Band levels that we use in school. Within each level, there is a carefully planned progression of books. This fine progression gives children plenty of opportunity to develop their reading skills and master each fine step while moving through the reading programme.

Children have access to Bug Club resources during Independent reading sessions, guided and shared reading sessions, reading comprehension lessons and at home.

### **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 John Murray – reading consultant and the author of Reading Rocketeers.

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.

### **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 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 read, the date and the adult's 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 whole school strategies to decipher what that 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 pupil premium child, 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.

### **Class Readers**

Class readers are planned into the curriculum from Year 2 to 6 and are embedded into the reading routines across the year with a book focus for each term. Books are chosen based upon current pupil interest or linked to the curriculum topic being studied. A class reader is a class set of books that pupils read and analyse together as a class over an extended period of time. Class reader sessions allow children of all attainment levels to be immersed in the same high quality texts and promote valuable discussions. Class reading sessions provide teachers with the opportunity to model

the fluency, pace, intonation and expression key elements of reading with the notion that children will try to emulate this in their own reading. During discussion of the text, the teacher will model the expectation for high quality responses identifying key evidence and explanations to provide support to justify responses, a key skill that children need to acquire during their school journey. Teachers can implicitly point out to the children the language and authors intentions that sometimes children unless exposed to miss.

Within year 1 teachers share a wealth of short texts with the children to expose them to a vast and rich vocabulary from traditional tales to classic stories and performance poetry.

### **Author Focus / Study of the Term**

Each term each year group chose 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.

### **Read Write Perform**

At Oyster Park, Read Write Perform is an methodology that is interwoven into our English Curriculum. It is an approach to teaching and learning English that actively encourages learners to engage with a variety of text and media in a purposeful way.

Read Write Perform brings together the core elements of English in an authentic and cohesive manner, It values and promotes a reading into writing approach, one that underpins a sound understanding of English and leads into performance that utilises technology and develops key digital literacy 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 and are changed on a termly basis to ensure that interest is maintained. 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.

### **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. This helps to extend children's vocabulary and comprehension, as well as support their writing.

### **Library**

We have established strong links with the local library and organise regular visits for all year groups promoting the use of library in our community. As a school, we have been assigned class 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.

### **Featherstone Rovers**

Representatives from Featherstone Rovers Foundation – the affiliated charity to Rugby League club, Featherstone Rovers, have visited school to assist in extra guided reading sessions. One of the Foundation's initiatives is to encourage reading, and this directly correlates with Oyster Park's whole school priority approach to reading. Staff members and even some Rovers first team stars came to listen to children show off their reading skills and, in return, they provided the

children with special stamps, key rings and bookmarks as a reward for further reading at home. The children looked forward to their visits and it has helped encourage children to open up their imaginations across their other subjects.

#### **Reading Schemes**

We have made significant investment in a variety of reading schemes to encourage your child to access a range of texts suited to their own personal interests, whilst also extending their reading ability and confidence. The schemes we mainly follow is the 'Oxford Reading Tree' Individual Reading Scheme, but also supplements with additional books from other schemes (Project X, Comics for Phonics) in order to ensure any areas of weakness within the scheme are catered for. All Individual Reading Scheme books are kept in levelled colour coded boxes.

#### **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 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 being practised 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 reading focused inspire activities 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. 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.

#### **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 practise.

##### **Read Write Inc.**

In Nursery, the children are introduced to phonics through Phase 1 Letters and Sounds 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 focussed 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 their 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. Children receive Same Day Intervention and planned guided interventions for 'at risk of delay' children.

##### **Promoting Reading in Nursery**

Each week 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.

#### **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 by 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** – Book Trust – 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 is the first step towards breaking intergenerational cycles of low achievement and poverty. One of the guiding principles of the Bookstart 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.

#### **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 they children can physicalise the text in order to internalise the language and meaning allowing them to fully comprehend what they have read/ listened to securing 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.

#### **Read Write Inc.**

Children receive daily phonics sessions for 15 minutes. They are grouped based on ability. Children receive Same Day Intervention and guided intervention for 'at risk of delay' children. In Year 2, children that are exceeding ARE have SPAG sessions instead.

### **Key Stage 2**

#### **Reading Comprehension**

Each week a discrete reading comprehension session is timetabled to develop the comprehension skills and strategies to help children stay engaged and think about what they are reading. Teachers explicitly teach reading strategies, to support children to apply the strategies whilst reading independently. To support with reading comprehension a range of resources are utilised by teachers including Reading Explorers and Reading Rocketeer.

Reading Rocketeers encourages learners to both understand and apply core-reading skills and improve their vocabulary, develop higher order reading skills using easy to decode text, 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.

#### **Reading Intervention**

At Oyster Park Primary Academy, we subscribe to the charity initiative, Pixl Primary. The Pixl 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.

In addition to the therapies in Years 3 to 5, children complete a weekly 10 minute reading morning task which is a walk and talk model of how to complete reading comprehension questions based on a text extract.

### **Lower Key Stage Two**

#### **Guided Reading**

In addition to the formal comprehension session, each day the children participate in a 30 minute Guided Reading session. This session is structured according to the John Murray principles of reading.

- Pre Read/ Orientation - a chance for the children to read the focus text through independently. Children asked one or two discussion questions children will need to have an answer ready for the guided session the next day.
- Guided Read - Before reading, discuss the focus question from the previous day. During guided read with the teacher, lower ability teacher will listen to the children read – main focus is comprehension during this session and not their mechanical reading. Teacher prepares 4-5 questions for discussion beforehand. Children to justify with evidence to allow assessment of understanding and unfamiliar language.
- Post read – Children read a section of the book leading up to the next focus point in the book - if it is a book rather than an extract. Or answer questions based on the discussions during the guided read.
- Cold Application – Children use the skills to apply to a text of similar theme or genre that they have never been exposed to before to ensure skills are secure#

#### **RWI**

Children that are below RWI yellow band assessment (still unsure of Set 2 digraphs/trigraphs) mark will receive RWI intervention for 15 minutes at least three times a week/daily if appropriate.

### **Upper Key Stage Two**

#### **Whole Class Reading**

Within Upper Key Stage Two to expose children to longer texts and in addition to the formal comprehension session, the children participate in a daily 30 minute Whole Class Reading session. There is one learning objective for the whole class based around the same text. The activities are adapted for different abilities so that all children can access the learning objective and be challenged. At times texts are an extract from a current class reader or a key poem or non fiction article.

#### **RWI**

Children that are below RWI yellow band assessment (still unsure of Set 2 digraphs/trigraphs) mark will receive Fresh Start intervention for 15 minutes at least three times a week/daily if appropriate.