



Subject Information:

Reading at Oxenhope C of E
Primary School

How we teach Reading at Oxenhope C of E Primary School

Subject Intent

What do we want to achieve with our Reading curriculum?

At Oxenhope, we provide all children with the experiences to be confident, fluent and reflective readers. Our curriculum is tailored to inspire and enthuse our children through the use of quality and varied texts. Through the breadth of genres we offer, children at Oxenhope are encouraged to develop not only their reading skills, but also those linked to their personal, social, spiritual and emotional well-being. We want our readers to be thirsty, ambitious and excited to read. Across curriculum areas, children will use reading as a springboard tool into wider learning.

Subject Implementation

Foundation stage and Key Stage 1

At Oxenhope CE Primary School, we are committed to ensuring that our learners become skilled and confident readers who know and use a range of effective reading skills, which allow them to tackle challenging texts, ensuring that they gain a good understanding of what has been read. Competence in reading is rooted in the embedded application of strategies for analysing and exploring text, which enables learners to develop a comprehensive understanding of words, language and writing. They learn to read and then read to learn. In enabling our learners to become skilled readers, we also cultivate a love of reading, through the wide and varied texts covered and learners' growing confidence, so that they can read for purpose and for pleasure throughout their lives.

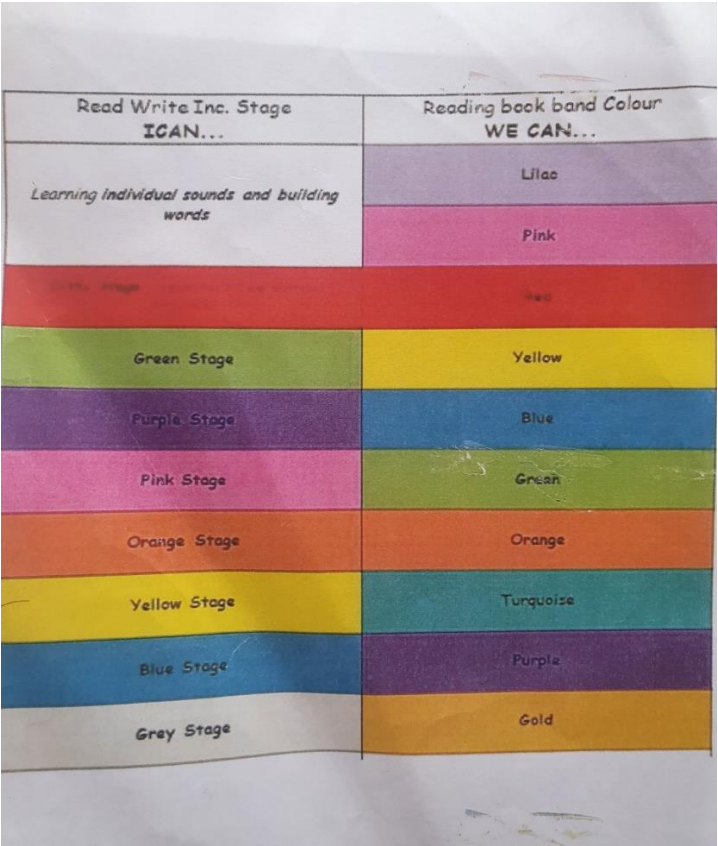
Our learners start to develop a firm foundation for reading from Reception where high quality phonics teaching allows learners to become secure in the skills of word recognition and decoding. Our systematic phonics teaching, which is based on Read Write In. ensures a solid foundation for reading, allowing children to become fluent and confident readers. (See our 'How we teach Phonics' document and how Read Write Inc. is implemented throughout KS1).

Year 2 is slightly different as the children are beginning to complete RWI.

Monday, Tuesdays and Wednesdays, the children access RWI, Thursday they focus on SATs style questions in booklets, and then Friday they do whole class reading. We continue with RWI phonics until February half term (the children still in need of accessing RWI continue to do so). The children then begin guided reading sessions in the style of the Philip Webb whole class guided reading approach to prepare them for KS2.

The children read to an adult at least once a week, with the lowest 20% being daily readers. A book is sent home weekly, where the children read at home and the parents comment in their home diary. The children also visit the library weekly and take a library book home to enjoy. The children move up a level when they're ready to move up a level in RWI, after being assessed.

We use the following document to show how RWI correlates with the other book-banded books, ensuring a smooth transition between key stages.



Read Write Inc. Stage I CAN...	Reading book band Colour WE CAN...
Learning individual sounds and building words	Lilac
	Pink
Red Stage	Red
Green Stage	Yellow
Purple Stage	Blue
Pink Stage	Green
Orange Stage	Orange
Yellow Stage	Turquoise
Blue Stage	Purple
Grey Stage	Gold

Key Stage 2

In KS2, we use the Philip Webb whole class guided reading approach. A class text is used for guided reading and a section or page is focussed on each week. Children sit in mixed pairs based on their fluency. A variety of activities around the focus text are covered each week. A variety of genres are covered each half term and children have exposure to fiction, non-fiction and poetry over the year. Over the key stage, the children will read classics from notable authors and playwrights such as Dickens, C Bronte and Shakespeare. Each day, the children have the opportunity to read with their partner and also to listen to the teacher model good reading fluency, expression and comprehension. 3 guided reading sessions are taught each week. The other 2 days are used for the children to read their individual reading book. Children are heard read by an adult during this time. Children also have a free choice book. Home reading records are used to converse between home and school about the children's reading progress. The library is visited weekly and is

seen as an integral part to the children's week. They select their free choice book here and reading for pure pleasure is encouraged. Children are given the opportunity to talk about books they've read and to make recommendations to their peers. Reading across the curriculum is encouraged and children are taught the value of reading through the real purpose it holds within the curriculum for internet-based research and accessing learning in all areas.

Subject Impact

Learners will:

- Read with fluency appropriate for their age and stage.
- Read a range of text genres.
- Have good comprehension skills
- Show accuracy in word reading
- Be able to use their reading skills to access the wider curriculum.
- Develop a love of reading.

The Writing. Curriculum at a Glance – Years R -6

School theme title	HOME IS WHERE THE HEART IS		EXPLORERS		A WILD ADVENTURE	
Y3	GREAT ENGINEERS	MISTY MOUNTAINS	THROUGH THE AGES	TREMORS	I CLAUDIUS	EASTERN ADVENTURE
	Cracking comprehension – non-fiction	"Florence Nightingale"	Poetry – Autumn assessment text.	Non-fiction – volcanoes	Non fiction – Roman life	Astronomy
	Class English text – "The Railway Children"	Cracking comprehension - Poetry	Class English text – "The Iron Man"	Cracking comprehension - Poetry	Poetry – Spring assessment text	Non-fiction books about China.
			Non-fiction texts – the iron age.	Class English text – "Escape from Pompeii"		"The firework maker's daughter"
Y4	A VILLAGE OF FAITH	CHRISTMAS LOVE	NORMAN INVASION	OCEANS ROAR	ROUTE 66	TRADERS AND RAIDERS
		Poetry – "Please Mrs Butler"	Non-fiction texts – the Norman invasion.	"The mousehole cat."	Class English text – "The Legend of Podkin One Ear"	
	Great Expectations.	Cracking comprehension – fiction	Class English text – "1066, I was there."	Non-fiction ocean texts.		Non-fiction Viking texts.
		Cracking comprehension – non-fiction	Poetry – Autumn assessment text.	Cracking comprehension – fiction	Poetry – Spring assessment text	"Everest Adventure"

					Travel brochures - America	
Y5	PLAGUE AND PESTILENCE IN THE VILLAGE "Dr Jekyll and Mr Hyde." Non-fiction texts about the plague. Cracking comprehension poetry.	OFF WITH HER HEAD Non-fiction – "100 things to know about space." "Treason"	REVOLUTION Poetry – Autumn assessment text. Class English text – Jane Eyre	SUN WORSHIPPERS Class English text – Room 13 "Hidden Figures"	AFRICAN SAFARI Poetry – Spring assessment text Class English text – Butterfly Lion "Grandad Mandela"	GREEK QUEST Class English text – Skellig Greek myths and legends
Y6	BEYOND OUR VILLAGE Cracking comprehension poetry. "Who are the refugees and migrants? And other big questions." "Rainforests and the burning issue" Science link in preparation for Autumn 2.	CHRISTMAS TRUCE "Girls at war". WW1 Poems	PUSHING THE LIMITS Poetry – Autumn assessment text. Class English Text – "Shackleton's Journey"	SPEED OF LIGHT Macbeth (a graphic novel – comic style) Cracking comprehension poetry.	MAKE US PROUD Poetry – Spring assessment text Class English text – "Holes"	MAKE US PROUD Class English text – Hugo Cabret "Hello Universe" – transition work