

## Reading at Oakworth Primary School

### Intent:

Reading is the gateway skill that makes all other learning possible

At Oakworth Primary School we aim to develop the children, staff and parents as reading experts to ensure that every child develops a love of reading. Reading is at the very heart of our curriculum and we are committed to promoting a love for reading by providing children with a literacy-rich environment, with high quality and thought-provoking stories and inspiring opportunities to read in the wider curriculum too. We strive to create a whole school approach where there is a strong reading culture and reading is prioritised and combines reading for pleasure and achievement for all. Children will leave Oakworth Primary School as competent readers who have a thirst for reading a broad range of high-quality texts and have a lifelong love of reading. Reading is a skill that allows children to develop their learning across the wider curriculum and lays the foundations for success in futures lines of study and employment.

### Implementation

Reading is at the heart of our curriculum and the children are encouraged to read widely through our reading scheme and year group libraries. Reading at home is encouraged and promoted through class incentives. Children working on the Read Write Inc. programme take home a 'book bag book' matched directly to their current phonic level; children will also take home an additional book to share with someone at home. Each child has a book banded reading book that matches their phonetic ability and a chosen library book- children work through our school reading scheme – these are levelled books which match the child's current reading ability. We expect family members at home to read these books with their child daily and make comments in their child's reading record. We have recently invested in new reading records that help support with reading at home.

Our Guided Reading sessions take place daily in class (from Year 3 onwards) and cover a wide variety of both fiction and non-fiction books. These sessions help to advance the children's comprehension, inference and retrieval skills. We recognise the importance of developing a rich and extensive bank of vocabulary; therefore, we teach vocabulary directly linked to the text during every phonics and guided reading session.

Each week, we spend time reading for pleasure in our classrooms. When children read for pleasure, they are able to choose the books they wish to read and enjoy. Additionally, all classes have a class novel and an adult reads aloud to the children daily to further promote the love of reading. All books shared with the children are specifically selected to suit the children and expose them to new and varied vocabulary.

Each class has been designated a reading buddy class where there they meet each term and spend time with their reading partners listening to them read, supporting them when they find some words difficult, talking about the books that they have read and asking them questions. The children regularly visit our library to choose books. Every class is allocated a time to visit the library each week to read or choose their own free choice books.

### Impact

By the time children leave Oakworth Primary school, they are competent readers who have a thirst for reading a range of genres. Children will read fluently and effortlessly and understand at an age appropriate interest level in readiness for secondary school. They will be able to read books to enhance their knowledge and understanding of all subjects on the curriculum, and communicate their research to a wider audience.

As we believe that reading is key to all learning, the impact of our reading curriculum goes beyond the result of statutory assessment.

	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Vocabulary	<p>To use a wider range of vocabulary.</p> <p>To engage in extended conversations about stories, learning new vocabulary.</p>	<p>To learn new vocabulary.</p> <p>To use new vocabulary throughout the day.</p> <p>To retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.</p> <p>To use new vocabulary in different contexts.</p> <p>To listen to and talk</p>	<p>To discuss word meaning and link new meanings to those already known.</p>	<p>To discuss and clarify the meanings of words, linking new meanings to known vocabulary.</p> <p>To discuss their favourite words and phrases.</p>	<p>To check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.</p> <p>To discuss authors' choice of words and phrases for effect.</p>	<p>Discuss vocabulary used to capture readers' interest and imagination.</p>	<p>To discuss vocabulary used by the author to create effect including figurative language.</p> <p>To evaluate the use of authors' language and explain how it has created an impact on the reader.</p>	<p>To analyse and evaluate the use of language, including figurative language and how it is used for effect, using technical terminology such as metaphor, simile, analogy, imagery, style and effect.</p>

		about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.						
<b>Prediction</b>		To make predictions from what they listen accurately anticipating key events & respond to what they hear with relevant comments, questions and reactions.	<p>To be able to make simple prediction from a text.</p> <p>To predict whether a book will be story or non-fiction based upon the cover and title</p>	<p>To predict what might happen on the basis of what has been read so far in a text. They will be able to make predictions based on what has already been said and done.</p> <p>To make predictions using the title, front cover and the blurb of a text.</p>	<p>To justify predictions using evidence from the text from details stated and implied.</p> <p>To make predictions prior to reading based upon the title, cover and skim reading of illustrations, contents page and headings</p> <p>To be able to state reasons for their prediction.</p>	<p>To justify predictions and provide evidence from the text for their predictions</p> <p>To make predictions prior to reading about the likely type of characters or events in a story based upon the front cover, title, knowledge of the author and different genres of writing</p> <p>To make plausible predictions based upon events and actions of characters so far in a story – identifying evidence in the text</p> <p>To make predictions drawing upon knowledge from other texts</p>	<p>To make predictions based on details stated and implied, justifying them in detail with evidence from the text.</p> <p>To be able to make predictions at the end of texts so that clues from throughout the text are drawn upon.</p> <p>To categorise predictions as likely/unlikely based upon what has been read so far</p>	<p>To consider different accounts of the same event and to discuss viewpoints (both of authors and of fictional characters).</p> <p>Possible success criteria: • Use evidence from the text; • Use clues from illustrations; • Use what you already know about the topic; • Describe your prediction using complete and accurate sentences; • Reflect and evaluate your prediction as more information becomes available.</p>
<b>Inference</b>	To understand 'why' questions, like: "Why do you think the caterpillar got so fat?"	<p>To offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>To anticipate (where appropriate) key events in stories.</p>	<p>To begin to make simple inferences.</p> <p>To develop inference skills linked to visual images.</p>	<p>To make inferences on the basis of what is being said and done.</p> <p>To use the text to justify inference.</p>	To ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives.	To draw inferences from characters' feelings, thoughts and motives that justifies their actions, supporting their views with evidence from the text.	To draw inferences from a wider range of texts including non-fiction texts to justify the characters' feelings, thoughts and motives using evidence from the text.	<p>To discuss how characters change and develop through texts by drawing inferences based on indirect clues.</p> <p>To be able to consistently justify their inferences with evidence from the text.</p>
<b>Fluency</b>	To understand the five key concepts about print:	To blend sounds into words, so that they	To accurately read texts that are consistent	To read aloud books (closely matched	At this stage, teaching comprehension skills should be taking precedence over teaching word reading and fluency specifically. Any focus on word reading should support the development of vocabulary.			

	<p>print has meaning</p> <ul style="list-style-type: none"> <li>the names of different parts of a book</li> <li>print can have different purposes</li> <li>page sequencing</li> <li>we read English text from left to right and from top to bottom</li> </ul>	<p>can read short words made up of letter-sound correspondences.</p> <p>To read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</p> <p>To re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p>	<p>with their developing phonic knowledge, that do not require them to use other strategies to work out words.</p> <p>To reread texts to build up fluency and confidence in word reading.</p>	<p>to their improving phonicknowledge ), sounding out unfamiliar words accurately, automatically and without undue hesitation.</p> <p>To reread these books to build up fluency and confidence in word reading.</p> <p>To read words accurately and fluently without overt sounding and blending, e.g. at over 90 words per minute, in age-appropriate texts.</p>				
<b>Compare</b>	<p>To be able to express a point of view and debate when they disagree with an adult or a friend, using words as well as actions.</p>	<p>To compare and contrast characters from stories, including figures from the past.</p>	<p>To understand the difference between fiction and nonfiction To listen to and discuss a wide range of fiction, non-fiction and poetry at a level beyond that at which they can read independently.</p>	<p>To identify and describe some differences between fiction and non-fiction books</p>	<p>To compare and contrast features of stories read e.g. characters, settings, openings, endings</p>	<p>To discuss and compare texts from a wide variety of genres and writers.</p> <p>To compare and contrast information from different sources about the same topic, identifying similarities in content and structure</p> <p>To Compare and contrast the themes, settings, and plots of stories</p>	<p>To read a wide range of genres, identifying the characteristics of text types (such as the use of the first person in writing diaries and autobiographies) and differences between text types.</p> <p>To Compare purpose and viewpoint and evaluate the usefulness of each source</p> <p>To Begin to compare and contrast authors' styles</p>	<p>To read for pleasure, discussing, comparing and evaluating in depth across a wide range of genres, including myths, legends, traditional stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions.</p> <p>To Compare and contrast authors' style, purpose and viewpoint.</p>
<b>Contrast and discussions</b>	<p>Looks closely at similarities, differences, patterns</p>	<p>Retell the story, once they have developed a deep familiarity</p>	<p>To retell familiar stories in increasing detail.</p>	<p>To participate in discussion about books, poems and</p>	<p>To recognise, listen to and discuss a wide range of fiction,</p>	<p>To read for a range of purposes.</p>	<p>To participate in discussions about books</p>	<p>To recognise more complex themes in what they read</p>

	& change.	with the text; some as exact repetition and some in their own words.	<p>To join in with discussions about a text, taking turns and listening to what others say.</p> <p>To discuss the significance of titles and events.</p> <p>To link what they have read or have read to them to their own experiences.</p>	<p>other works that are read to them</p> <p>(at a level beyond at which they can read independently) and those that they can read for themselves, explaining their understanding and expressing their views.</p> <p>To become increasingly familiar with and to retell a wide range of stories, fairy stories and traditional tales.</p> <p>To discuss the sequence of events in books and how items of information are related.</p>	<p>poetry, plays, non-fiction and reference books or textbooks.</p> <p>To use appropriate terminology when discussing texts (plot, character, setting).</p>	<p>To identify themes and conventions in a wide range of books.</p> <p>To refer to authorial style, overall themes (e.g. triumph of good over evil) and features (e.g. greeting in letters, a diary written in the first person or the use of presentational devices such as numbering and headings).</p>	<p>that are read to them and those they can read for</p> <p>themselves, building on their own and others' ideas and challenging views courteously.</p> <p>o identify main ideas drawn from more than one paragraph and to summarise these.</p> <p>To recommend texts to peers based on personal choice.</p>	<p>(such as loss or heroism).</p> <p>To explain and discuss their understanding of what they have read, including through formal presentations and debates,</p> <p>maintaining a focus on the topic and using notes where necessary.</p> <p>To listen to guidance and feedback on the quality of their explanations and contributions to discussions and to make improvements when participating in discussions.</p> <p>To draw out key information and to summarise the main ideas in a text.</p> <p>To distinguish independently between statements of fact and opinion, providing reasoned justifications for their views.</p> <p>To compare characters, settings and themes within a text and across more than one text.</p>
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<b>Poetry and performance</b>	<p>To know many rhymes, be able to talk about familiar books, and be able to tell a long story.</p> <p>To remember and sing entire songs.</p> <p>To create their own songs, or improvise a song around one they know.</p>	<p>To engage in story times and recognise and join in with predictable phrases</p> <p>To retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.</p> <p>To recite some poems and rhymes by heart</p>	<p>To recognise and join in with predictable phrases</p> <p>To retell key fairy stories and traditional tales verbally.</p>	<p>To continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some with appropriate intonation to make the meaning clear.</p> <p>To retell a wider range of fairy stories and traditional tales verbally</p>	<p>To begin to use appropriate intonation and volume when reading aloud.</p> <p>To discuss words and phrases which captures the readers interest and imagination</p> <p>To prepare poems and play scripts to read aloud and to perform, showing understanding through volume and action</p>	<p>To recognise and discuss some different forms of poetry (e.g. free verse or narrative poetry).</p> <p>Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</p>	<p>To continually show an awareness of audience when reading out loud using intonation, tone, volume and action.</p> <p>To learn a range of poetry by heart</p>	<p>To learn a wider range of poetry by heart</p> <p>To prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience</p> <p>To explain and discuss their understanding of what they have read through formal presentations</p>
<b>Non fiction</b>	<p>To engage in non-fiction books.</p> <p>To listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary</p>	<p>To offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>To use and understand recently introduced vocabulary during discussions about stories,</p>	<p>To identify simple questions and use text to find answers.</p> <p>To locate parts of text that give particular information including labelled diagrams and charts</p> <p>To use terms 'fiction' and non-fiction', noting some of their differing, e.g. layout, titles, contents page, use of pictures, labelled diagrams; ¾</p> <p>To read non-fiction books and understand that the reader doesn't need</p>	<p>To recognise that non-fiction books are often structured in different ways.</p> <p>To scan a text to find specific sections, e.g. key words or phrases, sub-headings</p>	<p>To retrieve and record information from non-fiction texts.</p> <p>To locate information, using contents, index, headings, sub-headings, page nos., bibliographies;</p>	<p>To use all of the organisational devices available within a non-fiction text to retrieve, record and discuss information.</p> <p>To use dictionaries to check the meaning of words that they have read.</p>	<p>To use knowledge of texts and organisation devices to retrieve, record and discuss information from fiction and non-fiction texts.</p> <p>To prepare for reading by identifying what they already know and what they need to find out.</p> <p>To locate information confidently and efficiently through using contents, indexes, sections, headings skimming to</p>	<p>To retrieve, record and present information from non-fiction texts.</p> <p>To use non-fiction materials for purposeful information retrieval (e.g. in reading history, geography and science textbooks) and in contexts where pupils are genuinely motivated to find out information (e.g. reading information leaflets before a gallery or museum visit or reading a</p>

		non-fiction, rhymes and poems and during role play	to go from start to finish but selects according to what is needed;				gain overall sense of text scanning to locate specific information ,close reading to aid understanding text- marking	theatre programme or review).
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