

At Buckingham Primary Academy, we are committed to developing our children as readers, fostering a lifelong love of books and reading throughout their primary school life and way beyond.

The school uses the Oxford Tree reading schemes to enable the children to access and read a wide range of texts. The aim of this is to ensure that our pupils have access to a wealth of quality reading material that motivates them to want to read. We aim to provide children with text-based context to practice emerging reading skills and build confidence to master the phonics code. The new phonic decodable books are closely linked to the Letters and Sounds phonic phase children are currently learning. The phonic reading scheme is also used alongside the Oxford Tree reading scheme to enhance and provide a variety of reading material.

Guided reading sessions.

This consists of the Reading explorers scheme linked with VIPERS to allow teachers to teach a guided skills-based programme aimed at developing key reading and study skills.

This series provides teachers with a variety of genres, both fiction and non-fiction, which will allow children to access, interpret and understand what they are reading.

It increases the child's knowledge and understanding of why certain words are chosen by an author. It gives the reader the chance to speculate on the tone and purpose of the texts, as well as consider both the texts' themes and audience.

The core reading skills covered in this programme are:

Retrieval of specific information

Inference skills, including deductive reasoning

Evaluative & summative assessment

Vocabulary development: word knowledge & word choice

Study skills that promote wider independent study

The school plans reading activities using the programme of study from the DfE National Curriculum at KS1 and 2, as follows:

The programmes of study consists of 2 dimensions:

word reading

comprehension (both listening and reading)

Skilled word reading involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Underpinning both is the understanding that the letters on the page represent the sounds in spoken words. This is why phonics should be emphasised in the early teaching of reading to beginners (ie unskilled readers) when they start school.

Good comprehension draws from linguistic knowledge (in particular of vocabulary and grammar) and on knowledge of the world. Comprehension skills develop through pupils' experience of high-quality discussion with the teacher, as well as from reading and discussing a range of stories, poems and non-fiction.

All pupils will be encouraged to read widely across both fiction and non-fiction to develop their knowledge of themselves and the world they live in, to establish an appreciation and love of reading, and to gain knowledge across the curriculum.

Reading widely and often increases pupils' vocabulary because they encounter words they would rarely hear or use in everyday speech. Reading also feeds pupils' imagination and opens up a treasure house of wonder and joy for curious young minds.

It is essential that, by the end of their primary education, all pupils are able to read fluently, and with confidence, in any subject in their forthcoming secondary education.