

Reading at Oakfield Academy

Reading is one of the most important skills your child will learn during their time at school. Reading, listening to and talking about stories and non-fiction develops children's vocabulary, because they meet words they would rarely hear or use in everyday speech. Understanding vocabulary is vital for comprehension and also for wider learning and progress across the entire curriculum.

We recognise that being able to read is a key skill for life for all children and we believe that every child can learn to read with the right teaching and support.

Our aim is that every pupil leaves Oakfield Academy a confident, fluent reader who loves reading.

At Oakfield Academy we have worked hard to develop a reading strategy that:

- Is underpinned by robust research;
- Supports pupils' success in other aspects of English, such as Spelling and Writing;
- Enables us to be forensic in identifying areas of weakness in a pupil's reading 'journey', so that we can respond in a timely and effective way.

Essentially, for a pupil to be able to comprehend what they are reading, they need to be able to read fluently, have a broad vocabulary and a deep knowledge of the world. For this reason, our reading strategy incorporates all three of these elements:

1. Developing fluency

Our reading strategy has a heavy emphasis on supporting pupils to become confident, fluent readers. This year we are going to incorporate the robust, systematic phonics programme, Read Write Inc Fresh Start, within our already established intervention programme Toe by Toe. Alongside phonics teaching across the Academy, our pupils participate

in daily whole-class reading sessions. Pupils are engaged in 'extended reading' (prolonged engagement with longer extracts of texts) throughout our class readers in English lessons. Through these lessons, pupils improve their accuracy, pace and prosody - the three components of fluent reading.

2. Improving vocabulary

A wide range of challenging vocabulary is embedded in the Academy's curriculum, and teachers also explore new words at every opportunity during the normal school day. Each class reader is chosen carefully to ensure that there is an abundance of opportunities to explore new words, their meaning and their origin. Pupils are encouraged to use more ambitious vocabulary when completing their text types and explore the use of vocabulary learnt in other context and across the curriculum.

3. Knowledge of the world

When a pupil tries to comprehend what they are reading, they draw on their own background knowledge to try to make sense of the context and the language being used. Creating this mental representation of the situation being described is called a 'situation model'. With this in mind, we think it is vital that our curriculum is knowledge-rich, as this enhances pupils' schema-development and gives them a deeper knowledge of a wide range of people, places and concepts. We believe that a knowledge-rich curriculum is an essential component of an effective reading strategy.

Other aspects of becoming a confident reader - such as understanding text structures, syntax and metaphors - are developed through shared exploration of quality texts/extracts. This happens on a daily during reading instruction activities such as the class reader and on a weekly basis in 'The Day'.

English Lessons

During English, there is an emphasis on vocabulary, the retrieval of facts and inference. Novels are used to teach reading as well as a range of non-fiction texts. These texts are carefully chosen to ensure that there is progression and challenge across the school.

We aim to develop a love of reading, so pupils are encouraged to read for pleasure at home and school. Teachers read a variety of high-quality texts to the pupils on a regular basis.

Daily Reading

15 minutes of every day is assigned to reading. The pupils will quietly read in their tutor base.

Reading for Pleasure

Mini Libraries in each class of quality books to engage emotions; be diverse; show different perspectives; include favourites from previous years so all children can access.

Promote a Love of Reading

Teachers model a love of reading and are excited about books

a wide range of authors and genres are discussed

Opportunities to share books, opinions and authors

The pupils in year 6 will study their favourite author and produce a mini biography.

Reading At Home

Reading Books are taken home on a regular basis and if the books need changing more often, then they will be changed

At home

To support your child's development of reading skills and enjoyment of reading, we have developed these opportunities to engage with reading as a family:

1. Your child will bring home a Book matched to their reading age chosen from Accelerated Reader Scheme.
2. Research shows that the quality of reading, reading together and sharing and discussing stories all have the most impact on successfully developing reading. Each week, your child's teacher will encourage you to complete sign your child's journal.
3. Please ensure your child's Book and Journal are brought into school every day because they will be used in lessons throughout the week.