

Reading Intent Statement

At Oak Lodge School we firmly believe that reading is the key to unlocking learning and accessing the wider curriculum. Our intent is to:

- Inspire our children to become enthusiastic and confident lifelong readers.
- Provide access to inclusive, culturally diverse high- quality texts that reflect all our children's realities.
- Foster a love and enjoyment of literature. Reading for pleasure is at the heart of our strategy.
- Teach the phonological and technical skills to read fluently with understanding.
- Cultivate the behaviours that they will need to be discerning readers as they read frequently and widely using self-regulation strategies and discuss what they read.
- Evoke children's curiosity and encourage them to be inquisitive and ask questions.

Our promise to our children is that they will:

- Be read to daily.
- Be given time to read widely and have access to stimulating books.
- Have opportunities to engage in informal book talk.
- Have a voice in recommending books to be available in school.
- Have teachers who are knowledgeable and can guide choices beyond texts that they know already.
- Have teachers who enthuse and inspire children to read for pleasure.
- Have access to books that act as a mirror to their lives and other cultures.
- Have access to texts/books that suit children's interest and ability.
- Have access to picture books throughout KS1 and KS2.

Reading Implementation Statement

- At Oak Lodge, we follow the ELS (Essential Letter and Sounds) programme. ELS is a complete SSP (Systematic Synthetic Phonics) programme, which is designed to teach children how to read through the act of decoding and blending. It teaches children the link between the sounds of our language (phonemes) and the written representation of these sounds (graphemes), or the spellings of the sounds contained within the English language.
- In Reception and Year 1, there is a daily ELS phonics session. Interactive sessions ensure that all children participate fully. Interventions are delivered within the lesson by the teacher, so any child who is struggling with the new knowledge can be immediately targeted with appropriate support. Where further support is required, 1:1 intervention is used where needed. These interventions are short, specific and effective. Children are also taught Harder to Read (tricky) words daily - words which do not follow a regular phonemic pattern. Books are matched to the sounds being taught. Children are given tasks that allow them to practise and to apply what they have been taught.
- In Year 2 children, who need further support with phonics, are offered sessions to recap on previous phonic sounds taught.
- From Years 2 to 6, we follow the Spelling Shed programme. The Spelling Shed's approach to spelling involves developing phonic knowledge, as well as using morphology and etymology to help spell through meaning. The carefully selected word lists and engaging activities provide opportunities to incorporate phonics and meaning to strengthen spelling skills and build vocabulary acquisition.

- We also implement ELS Progress programme where necessary throughout KS2 providing extra phonics sessions with a well-trained adult.
- We understand the importance of speaking and listening to developing reading and the EYFS curriculum is designed to provide plenty of opportunities to develop language comprehension.
- In Years 1 and 2 there is also a daily Guided Reading Session, where there is a focus on developing phonic knowledge to aid reading fluency and reading comprehension. In the summer term of Year 2, reading moves over to whole class sessions in order to prepare the children for the demands of the KS2 curriculum.
- We have a “read aloud” programme, where “Story Time” is a priority and timetabled at the end of each day 4 times a week.
- Throughout the school, we have invested in an excellent book stock of enrichment texts. These have been mapped out and sequenced to inspire independent reading with:
 - books to tempt – “crowd pleasers” that inspire the children’s own independent reading
 - books to inform – non-fiction texts to support the wider curriculum
 - books to develop empathy – books which support the PSHE curriculum and support mental wellbeing
 - books to promote diversity – texts where children can see themselves represented or where they can learn about different cultures
- Each year group has a “Poetry Picnic”, a hamper of poetry texts and a focus on a different poet for each half term. In Reception and Year 1, there is a daily poetry rhyme and singing session
- In KS2, we have developed the “Delving Deeper” programme, a weekly one-hour reading lesson. These lessons, based on the text complexities listed above, and provide opportunities to think deeply and discuss a range of rich and challenging texts.
- Reading Fluency is a big focus at Oak Lodge, as we know how fluency is essential to a pupil’s reading comprehension. Fluency sessions take place for 20 minutes, 3 times a week. Here, the focus is on modelling reading to the children and the children reading out loud to each other. Texts often support reading across the curriculum, developing background knowledge and vocabulary.
- As part of our “Read Aloud” programme, each teacher reads a whole text to the children, which is then used to support our English curriculum.
- Our Library is an inspiring environment and is run by a team of parent volunteers. Each class is timetabled with a weekly session where they can explore and select to read at school or at home. At the beginning of each library session, the teacher holds a “Book Club” session, where children are encouraged to give peer to peer recommendations. Teachers take time to know their pupils as readers and know their likes, dislikes and interests. Teachers emphasise the intrinsic rewards of reading for pleasure. We also offer an “online” library. Our school and class libraries allow children to immerse themselves in the wonderful world of books. They are stocked with an attractive range of fiction and non-fiction to support every ability and reading choice and encompass the latest reading trends and classic texts that should be part of every child’s primary school experience- building the children’s cultural capital.
- IN KS1 we run a weekly reading assembly to promote high-quality texts and texts to promote empathy. In KS2 we run a “Giant Book Club” assembly, where children sit in a story circle and share a book. Children are selected to promote high quality texts and to share their passion of reading. There are reading Post boxes throughout KS2 where children can post their recommendations. These are then read aloud in assembly.
- We have a Reading Ambassador programme where one Reading Ambassador from each class is chosen each term. Reading Ambassadors are chosen for their love of reading,

their effort and resilience when it comes to reading and their willingness to share their passion and enthusiasm with others to promote reading throughout the school. Part of the job of the reading ambassador is to encourage others in their class to read and share book reviews and recommendations with their class. They also complete book audits and help with reading events and displays.

- We provide parental workshops to parents and “Bookflix” type reading lists to support reading at home.

Reading Impact Statement

Children’s progress in phonics is continually reviewed through daily informal and half termly formal phonic assessments and evidence from their reading and writing. We use the ELS Phonics tracker to identify gaps and children who are at risk of falling behind. These are continued to be assessed and supported until they reach fluency. Children in Year 1 sit the Phonics Screening Check. Any child not passing the check re-sits it in Year 2.

For summative assessments, we use Pixa Reading Assessments across KS2.

Fluency Assessments are also carried out 1:1 with the teacher across KS2 and a reading flowchart is used to analyse reading issues and make sure that appropriate action is taken.

More importantly, we believe that reading is the key to unlock all learning and so the impact of our reading goes beyond the statutory assessments. We give all the children the opportunity to enter the exciting new worlds that a book opens up to them and share texts from a range of cultures or genres to inspire them to question or seek out more for themselves.

By the time children leave Oak Lodge, they are competent readers who can recommend books to their peers, have a thirst for reading a range of genres including poetry, and participate in discussions about books, including evaluating an author’s use of language and the impact this can have on the reader. They can also read books to enhance their knowledge and understanding of all subjects on the curriculum, and communicate their research to a wider audience. Reading is a golden thread running through a child’s journey at Oak Lodge. When they leave us, we want pupils to possess the reading skills and love of literature, which will help them to enjoy and access any aspects of learning they encounter in the future.