

Oakham Primary School

Reading Policy



Approved by Governors on:

09/09/24

Signature of Chair of Governors:

Lead Personnel:

C Powell

Date to be reviewed:

09/09/26

At Oakham, we believe that reading can be one of the most enjoyable things that we do. There is no such thing as a child who dislikes reading; there are children who love to read and children who haven't discovered the joy of reading because they aren't reading the right things.

"A reader lives a thousand lives before they die. The person who never reads lives only once."

George R.R. Martin

"When I'm 80 years old and sitting in my rocking chair, I'll be reading Harry Potter. And my family will say to me, 'After all this time?' And I will say 'Always'"

Alan Rickman

Our Visions:

1. To see reading as exercise for the mind. In the same way that sports and physical activity keep our bodies healthy, reading keeps our brains healthy.
2. To see reading as an essential skill for life - recognising there isn't a day that goes by where we don't have a need to read.
3. To recognise that books can be enjoyed in many forms and encourage children to experiment with a wide range of reading genres.
4. To promote reading for pleasure as a journey of acquired understanding, escapism and self-discovery.
5. To understand that books create emotional responses which can shape our lives like constellations of stars in the sky.

Intent

For our visions to be realised, Oakham has used the National Curriculum, EYFS curriculum and a phonics journey based on Letters and Sounds and Active Learn.

The National Curriculum states that pupils should be taught to read fluently, understand extended prose and be encouraged to read for pleasure. Reading is singled out as having extreme importance in the curriculum and is split into two main dimensions:

- Word reading
- Comprehension (both listening and reading)

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.

Oakham aims to deliver on pupils' entitlement through a combination of literacy lessons, guided reading, phonics teaching and shared reading. Teachers will also hold regular reading assemblies where their own love of books is spoken about. We have established links with the local library where classes visit regularly. We very much want to develop a community of readers which involves staff, children and parents joining together to celebrate national

literacy events such as World Book Day and National Poetry Day. We will also invite celebrated authors and poets to our school to promote the magic of words. Each class in school will have a termly author focus and their works will be celebrated as a prominent part of classroom displays.

Key Definitions

Guided Reading – reading that is formally assessed.

Shared Reading – reading by the teacher for enjoyment. No formal assessment. Linked to author focus.

Phonics Reading – reading as part of embedding phonics knowledge with the purpose of developing blending and segmenting.

Home Reading – reading taking place at home with books from the KS1 or KS2 library

Reading Spine – a series of books which cover multi-genres from Years 3 to 6. Reading Spine books can be found in **Appendix 1**.

Phonics Approach

Oakham phonics is based upon Letters and Sounds but has been revised in October 2021 to incorporate elements of Active Learn and Bug Club. We believe that this revised phonics delivery best delivers our objective of ensuring that phonics reading tightly fits with phonic teaching. A copy of our phonics progression for Phases 2-5 can be found in Appendix 2 of this document. A brief summary of progression is listed below:

Phase 2: s, a, t, p, l, n, m, d, g, o, c, k, ck, e, u, r, h, b, f, ff, l, ll, ss

Phase 3: j, v, w, x, y, z, zz, qu, ch, sh, th, ng, ai, ee, igh, oa, oo, ar, or, ur, ow, oi, ear, air, ure, er

Phase 4: CVCC words, spelling words with two adjacent consonants

Phase 5: zh, ph, wh, ay, a-e, eigh, ey, ei, ea, e-e, ie, ey, y, ie, i-e, y, ow, o-e, o, oe, ew, ue, u-e, u, oul, aw, au, al, ir, er, ear, ou, oy, eer, ere, are, ear, c, k, ck, ch, ce, ci, cy, sc, stl, se, ge, g, i g, y, dge, le, mb, kn, gn, wr, tch, t(tion), ss(ion), c(ial), ea, wa, o

Implementation and Progression – Phonics and Reading

	Phonics	Reading	Interventions
Nursery	Phase 1 Phonics taught through mixed ability listening groups	Reading for pleasure books changed weekly	WellComm Early Talk Boost
Reception	Phase 2-4 Phonics – 5 x 25 minutes phonics teaching sessions	Guided Reading Groups for children progressing to phase appropriate ability groups. Phonics reading books sent home.	WellComm

		Children heard to read home reading books individually (using decodable books) 1 x per week. Children have a weekly reading for pleasure book	
Year 1	Phases 2-5 phonics – 5 x 25 minutes phonics teaching sessions. 5 x 15 minutes phonics reading (to be recorded on Phonics Recording grid)	All children to receive 1 x 20 minutes guided reading session per week (recorded on KS1 Guided Assessment Grid) Individuals are heard once per week with their home reading book. Comprehension Activity – one hourly session per week.	Sound Linkage Reading Focus Groups 5 x 15 minutes per week. Blast Off
Year 2	Phases 3-6 phonics – 4 x 25 minutes phonics teaching sessions. 5 x 15 minutes phonics reading (to be recorded on Phonics Recording grid)	All children to receive 1 x 20 minutes guided reading session per week (recorded on KS1 Guided Assessment Grid) Shared Reading 2 x per week Individuals are heard once per week with their home reading book. Comprehension Activity – one hourly session per week.	Precision Teaching Reading Focus Groups 5 x 15 minutes per week Early Rapid Reading Phonics intervention for those children vulnerable at last baseline assessment.
Year 3	KS1 Spellings and Phonics Strategies run through interventions where necessary.	Phase 6 phonics (where needed) – 2 x 45-minute guided reading session per week (recorded on KS2 Guided Reading Assessment Grid) 2 x 45-minute sessions per week	Rapid Read Phonics and HFW (linked to Sound Discovery) Differentiated Comprehension Focus

		<p>guided reading following reading spine (recorded on KS2 Guided Reading Assessment Grid)</p> <p>Shared Reading</p> <p>Home Reading x 3 per week</p> <p>Comprehension Activity – one hourly session per week</p>	<p>Guided Reading Focus for Phase 6 children</p>
Year 4	N/A	<p>3 x 30 minutes per week guided reading following reading spine (recorded on KS2 Guided Reading Assessment Grid)</p> <p>Shared Reading</p> <p>Home Reading x 3 per week</p> <p>Comprehension Activity – one hourly session per week</p>	<p>Rapid Read</p> <p>Differentiated Comprehension Focus</p> <p>Capacity for differentiated Guided Reading where necessary</p>
Year 5	N/A	<p>3 x 30 minutes per week guided reading following reading spine (recorded on KS2 Guided Reading Assessment Grid)</p> <p>Shared Reading</p> <p>Home Reading x 3 per week</p> <p>Comprehension Activity – one hourly session per week</p>	<p>Rapid Read</p> <p>Differentiated Comprehension Focus</p> <p>Capacity for differentiated Guided Reading where necessary</p>
Year 6	N/A	<p>3 x 30 minutes per week guided reading following real read book selection (recorded on KS2 Guided Reading Assessment Grid)</p> <p>Shared Reading</p> <p>Home Reading x 3 per week</p>	<p>Rapid Read</p> <p>Differentiated Comprehension Focus</p> <p>Capacity for differentiated Guided Reading where necessary</p>

		Comprehension Activity – one hourly session per week	
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Assessment

At Oakham, we have several methods for assessing a child's progress. Phonics assessment is made throughout each learning week and formative judgements are recorded. In Foundation, judgements are made against a child's reading record and through observations. In KS1, coverage and performance is tracked using a Phonics Recording Grid. An example of this can be found in **Appendix 5**. Children are regularly baselined with extension and consolidation opportunities as appropriate. Through each phonics phase, we have built in assessment weeks where summative results can be collated. At the end of each phonics phase, children will be assessed for their understanding and potentially moved to new groups to support their learning. These assessments will help to identify intervention targets. Once Phase 6 phonics has been completed, children will access Stage 3 of Oakham's spelling framework.

Guided reading happens throughout the school journey. In Foundation, children who demonstrate confidence with Phase 2 phonics will access a guided reading session. For KS1, guided reading happens on a once weekly basis. Each child is listened to and assessed so the teacher has a range of data to make accurate judgements about a child's development. Year 3 children who access phase 6 phonics receive two guided reading sessions per week to support their development. Years 3-6 complete 90 minutes of guided reading sessions per week. Each child is heard to read and their performance against Oakham's 5 'P's policy is recorded. Examples of recording grids for guided reading can be found in **Appendix 3 and 4**.

KS1 and KS2 are assessed via Pira termly assessments and all children in school are reviewed using a combination of teacher judgements and termly data.

5 'P's Policy

At Oakham, our guided reading follows the 5 'P's. These are designed to develop inference skills around 5 key strands.

In KS1, we have:

- Mr People – looking at characters and how they behave
- Mr Puzzle – examining mysteries within the text
- Mr Point of View – examining the perspective of a character or a writer
- Mr Prediction – deducing what will happen next based on evidence
- Mr Pattern – noticing links between a story or similarities between books of particular genres

In KS2, we have:

- Points of View – examining the perspective of a character or a writer
- Puzzles – examining mysteries within the text
- Predictions – deducing what will happen next based on evidence
- Possibilities – thinking about motives behind a character’s actions or an author’s intentions
- Patterns – noticing links between a story or similarities between books of particular genres.

Comprehension - Inference, Retrieval and Vocabulary

Children across KS1 and KS2 are provided with a weekly comprehension lesson that develops skills in inference, retrieval and vocabulary. This initiative coaches children on how to understand unfamiliar words and how to use wider understanding to infer information. We deliver these sessions through Schofield and Sims ‘Complete Comprehension’.

Impact and Data – July 2024

Since implementation of our new reading approach, data has shown our school to be consistently above the Sandwell average across all phases of school. We are proud of our achievements to date and will continue to strive for new ways to invigorate children’s love and understanding of reading.

EYFS (Reception) Teacher Assessments

		All		
		2022	2023	2024
Communication and language (All strands)	School	82%	85%	86%
	Sandwell	74%	75%	
	National	80%	80%	
Literacy (All strands)	School	78%	70%	73%
	Sandwell	61%	62%	
	National	68%	70%	

Key Stage One Teacher Assessments

Reading: 47 pupils at \geq Expected Standard (77%) (7 pupils at Greater Depth – 11%)

Writing: 43 pupils at \geq Expected Standard (71%) (1 pupil at Greater Depth – 2%)

Key Stage One Phonics Screening

Phonics Y1: 60 pupils – Pass 93% (56 pupils); 40% (24 children) with full marks

Key Stage Two - SATS

Reading: 46 pupils at \geq Expected Standard (76%) (24 pupils at Greater Depth – 40%)

National Average = at \geq Expected Standard (74%)

Feedback amongst staff and pupils consistently indicates we are delivering on our intent:

- Children overwhelmingly show engagement within reading sessions;
- Staff enjoy our many ways of delivering reading and appreciate how our approach is not only focused on academic attainment but also instilling a lifelong passion for literature across different genres;
- Triangulation between school, the wider community and home ensures that we are being aspirational across all areas;
- Regular analysis of data means we review our practice and adapt to the needs of our children. We do not stand still or become complacent. Throughout our community, we wholeheartedly aim to continue bringing our visions to fruition.

Appendices

Appendix 1: Reading Spine Progression and Class Author Focus (Shared Reading)

Appendix 2: Phonics Phase 2-5 Overview

Appendix 3: Guided Reading Assessment Grid – KS1

Appendix 4: Guided Reading Assessment Grid – KS2

Appendix 5: Weekly Phonics Recording Grid

Appendix 6: KS1 Individual and Shared Reading Grid

Appendix 7: 5 'P's Guidance for KS1 and KS2

Appendix 8: Guided Reading Assessment Grid – Foundation

Appendix 1: Reading Spine and Class Author Focus (Shared Reading)

	Guided Reading Reading Spine	Shared Reading Class Authors
Class 4	Guided Reading Book – Selection based on reading band.	Oliver Jeffers (Selection) Julia Donaldson (Selection) Jeanne Willis (Selection)
Class 5	Guided Reading Book – Selection based on reading band.	Oliver Jeffers (Selection) Julia Donaldson (Selection) Jeanne Willis (Selection)
Class 6	Guided Reading Book – Selection based on reading band.	Simon James Anthony Browne Roald Dahl
Class 7	Guided Reading Book – Selection based on reading band.	Simon James Anthony Browne Roald Dahl

Class 8	Philip Pullman (The Firework-Maker's Daughter) Adam Baron (Oscar's Lion) R.L Stine (Goosebumps) J.R.R Tolkien (The Hobbit)	J.K Rowling (Harry Potter and the Philosopher's Stone) Ted Hughes (The Iron Man) Karen McCombie (The Boy who stole the Pharaoh's lunch)
Class 9	A.A. Milne (Winnie-the-Pooh) Roald Dahl (Boy) A.A. Milne (The House at Pooh Corner)	Tracey Mayhew (The Legends of King Arthur) Kenneth Grahame (The Wind in the Willows) Geraldine McCaughrean (Tales of the Arabian Nights)
Class 10	C.S. Lewis (The Lion, the Witch and the Wardrobe) Lemony Snicket (A Series of Unfortunate Events) Robert Swindells (Ice Palace)	Matt Haig David Walliams Maz Evans
Class 11	Zanib Mian (Planet Omar) E.B White (Charlotte's Web) David Walliams (Ratburger)	Matt Haig David Walliams Maz Evans
Class 12	Michael Morpurgo (Beowulf) George Orwell (Animal Farm) Robert Swindells (Room 13)	Michael Morpurgo Frank Cottrell-Boyce Jasbinder Bilan
Class 13	Michael Morpurgo (Beowulf) George Orwell (Animal Farm) Robert Swindells (Room 13)	Goosebumps (R.L Stein) Talking Turkeys (Benjamin Zephaniah) Macbeth (William Shakespeare)
Class 14	Real Reads Classics Selection R.J. Palacio - Wonder	Onjali Q Rauf Matt Goodfellow Katherine Rundell
Class 15	Real Reads Classics Selection Kiran Millwood Hargrave (The Island at the End of Everything) Jasbinder Bilan (Xanthe and the Ruby Crown)	Polly Ho-Yen Christopher Edge Kiran Millwood Hargrave

Appendix 2: Phonics Overview

Oakham Phonics Phase 2 Overview

Week	Sounds	Books	Tricky words to read
1	s a t p	Sid Did It Sid's Nits Sid's Pit	a at as
2	i n m d	Tim's Din In a Pit It is a Din At a Tip It is Dim Pam Sits In Tap it, Pet It	is it in an I
3	g o c k	Dig, Sid, Dig! Kat and Dan Kit and Dog Kit's Kip Pop! Pop! Pop! Cat and Dog! Cats Kits A Pip Pot It is a ...?	and on not into can no go to
4	Assessment and Consolidation		
5	ck e u r	In the Pit Sid and Duck Sid's Pet Rat Tut, Tut, Pup! Is it a Rock? Get a Pet Can it? Get, Set, Go! Is it a Pet? Pets Kits	get got the back put
6	h b f ff	A Bad Lad Big Fat Rat Doll is Ill The Bop	no go his him
7	l ll ss	Huff! Puff! A Big Mess	of dad

			mum up
8	Assessment and Consolidation		

Oakham Phonics Phase 3 Overview

Week	Sounds	Books		Reading words	Spelling words
1	j v w x	<u>Box 1</u> I Can Fix It The Van A Big Win Stan and Vick Let's Rock	<u>Box 2</u> Go to Bed Jack Gets a Pet Sid is Sick Max's Box	off can had	and no go the to I
2	y z zz qu	<u>Box 1</u> A Picnic Quick, Quick, Quick Sid and Zak Zap Is it Quick?	<u>Box 2</u> Slip, Slap, Slop Quick Quiz The Hunt The Fox and the Ducks	we me he be she	and no go the to I
3	ch sh th ng	<u>Box 1</u> Sid and Nan Invent Chick Gets Lost Munching Lunch Sharon and Flash No Lunch	<u>Box 2</u> Sand Champ The Thing Mixing Muffins In a Rush	back are see	and no go the to I
4	Assessment and Consolidation week				
5	ai ee igh	Go Boat Go On the Moon The Queen's Plan This Floats, That Sinks On the Go Pandas Rock-Pooling Moo Cluck Grow Go Fish Meet Zin Zan		was will with	
6	oa oo			my for too	
7	ar or ur	Stop That Popcorn Turnips and Beetroots		you this	

		In the Park Up to the Stars On the Farm Sid-Cam Brown Fox Tricks Stork	that	
8	ow oi		they then them	
9	Assessment and Consolidation week			
10	ear air	Hair A Green Lunch A Letter from Dorset Winter Panther and Frog Elvis and the Trip Unfair Eek a Bug Is it a Monster? Summer Storm	down her now	
11	ure er		all look are	
12	Assessment and Consolidation week			

Oakham Phonics Phase 4 Overview

Week	Sounds	Books		Reading words	Spelling words
1	Teach and practise spelling CVCC	Trains A Job for Jim There's Something in the Garden The Bright Stars	Drums Pompom Pets Monsters A Little Green Monster	said so went from	we me he be she

2	Teach and practise spelling CVCC	Cool Cars Grans and Grandads Tent Twins Sid and the Boxer Pup	Snails A Letter from Liverpool Stop Helping Sid Snaps	have like some come it's just	was you
3	Practise spelling words containing two adjacent consonants	A Trip to the Park Maps and Us Fantastic Fish Springs and Things	Seafishing No Said the Yam Be a Cress Barber	were there little one help	they all are
4	Practise spelling words containing two adjacent consonants	At the Dentist The Shark and the Sunken Ship	Elvis and the Junk Stuck in a trap Look What we Can Do	do when out what children	my her
5	Assessment and Consolidation week				

Oakham Phonics Phase 5 Overview

Week	Sounds	Books	Tricky words to read	Tricky words to spell
1	zh wh ph	What a Winner! Whooperoo! Whizz! Up in a Tree! Dolphins Keeping a Pet	oh old their	said so have like
2	ay a-e eigh ey ei (long a)	The Runaway Train Jane and the Jay I Will Amaze You! Jake's Dinner	people house about	some come were there

		Dave's Big Day		
3	ea e-e ie ey y (long e)	Baby-Sitting Barney Easy Peasy! Sunny Days, Rainy Days! Staying In	Mr Mrs don't	when out made came
4	ie i-e y l (long i)	Butterfly Pie I Spy Flying High What the Wind Can Do!	by looked time	one make here do
5	Assessment and Consolidation week			
6	ow o-e o oe (long o)	The Snow Monster Fun in the Snow Animal Skeletons Let's Set Up the Fair	your called asked	what please little oh
7	ew ue u-e (long u)	Bullfrog is the Best The Moonsnoop Unlucky! Follow the Clues Hilltop Rescue	very water where	how did man their
8	u oul (short oo)		day who because	going people would or
9	aw au al	Boring, Boring! Creepy Crawly Hunt	again different thought	Mr Mrs took home
10	Assessment and Consolidation week			
11	ir er ear	The Third Whirligig Sunflowers	any saw through	looked who think called
12	ou oy	The Whale in the Well The Trout Fishing Song At the Toy Shop	eyes work friends	school didn't asked know
13	eer ere are ear	Sid and the Scarecrow Dare Hairy Bears Meerkats	mouse once put	can't ran bear long
14	c k ck ch	Go-Kart, Go! Hungry Birds	could many good	things new eat

				everyone
15	Assessment and Consolidation week			
16	ce ci cy sc stl se	Kat's Great Act Dressed for the Job	away laughed	our two has yes
17	ge gi g y dge	Madge and the Beanstalk Giant George and the Robin Different Homes	want over	play take well find
18	le mb kn gn wr	The Purple Muncher Dinosaurs		more I'll round
19	tch t(tion) ss(ion) c(ial)	Big Spider The Itch Factor Rabbits		tree magic shouted
20	ea wa o			us other
21	Assessment and Consolidation week			

Appendix 3: Example of KS1 Guided Reading Assessments

Oakham 'Guided Reading' Assessment Sheet – Year 1 Fiction



Name	Notes	Book Title:		Group:		
		Book Band:		Date:		
		5 'P's Coverage				
		Prediction	People	Patterns	Points of view	Puzzles
		General Comments (Strengths and Developments):				
		Point for Consideration: <ul style="list-style-type: none"> • Take turns and listen to my peers. • Identify the genre of book and discuss its features (traditional tales, poetry, fantasy, etc) • Recognise and join in with repeatable phrases. • Self-correct myself when reading. • Read using a range of strategies: decoding, sight vocabulary and picture clues. • Make connections to the text: other books, my own experiences, do the characters remind me of anyone I know? • Answer questions about a text. 				








Oakham 'Guided Reading' Assessment Sheet – Year 2 Fiction



Name	Notes	Book Title:		Group:		
		Book Band:		Date:		
		5 'P's Coverage				
		Prediction	People	Patterns	Points of view	Puzzles
		General Comments (Strengths and Developments):				
		Point for Consideration: <ul style="list-style-type: none"> • Take turns and listen to my peers. • Identify the genre of book and discuss its features (traditional tales, poetry, fantasy, etc) • Use punctuation in a text to impact how I read it. • Self-correct myself when reading. • Discuss word meanings. • Answer questions about a text. • Use <i>inference</i> to reason about a text. 				



Appendix 7: KS1 and KS2 5 'P's

<p>What might happen next?</p> <p>What would I do next?</p> <p>Are there any clues/hints that I can notice?</p>  <p>If I were the writer what would I write next?</p> <p>Mr Prediction</p>	<p>What puzzles me about the events in the writing?</p> <p>Do I have any questions that aren't answered?</p> <p>Can I suggest any possible answers to the puzzles/problems?</p>  <p>What else do I want to find out about?</p> <p>Mr Puzzle</p>	<p>What do I like/dislike about the writing? Why?</p> <p>What are my first impressions when I read?</p> <p>How does the writing make me feel?</p>  <p>Do these change throughout?</p> <p>Mr Point of view</p>
<p>Do the characters remind me of anyone I know?</p> <p>What might the characters do next?</p>  <p>Do the characters behave as I would expect?</p> <p>Mr People</p>	<p>Are the events similar to any experiences of my own?</p> <p>Is the writing similar to any I have?</p>  <p>Are there any repeated words or phrases?</p> <p>Mr Pattern</p>	

<h3>Patterns</h3> <ul style="list-style-type: none"> Can we see any patterns in the way the story is told, written or unfolds? Are there any words or phrases that are often repeated? Can we see any connections with other books you have read or with your own experiences? Do the characters remind us of anyone we know? 	<h3>The 5 Ps Approach to Reading</h3> <p>Throughout school at Oakham, weekly English lessons focus on a mix of skills. When it comes to reading, children follow the '5 Ps' approach. Each 'P' covers a different strand of text analysis: Points of view, Predictions, Patterns, Possibilities and Puzzles.</p> <p>The method aims to increase each child's ability to infer information from a text. By looking at a text from different angles and perspectives, children gain a greater understanding and appreciation of author motivations, character development and also increase their understanding of vocabulary by thinking about words in context.</p> <p>Questions around the 5 Ps are displayed on this guide so parents who read with their children can follow a similar line of discussion at home.</p>	<h3>Possibilities</h3> <ul style="list-style-type: none"> What motivations may be behind a character's actions? Why might the writer have decided to write in a particular way or shape action in a certain style? How might an event contribute to establishing a theme?
<h3>Points of View</h3> <ul style="list-style-type: none"> Was there anything we liked or disliked about the text? Can empathising with the characters or writer help us understand their motivations? What is the writer trying to achieve? How is the text balanced between the antagonist and protagonist? 	<h3>Predictions</h3> <ul style="list-style-type: none"> What do we think might happen next? Has the writer given us any hints about what is to come? What do we think the characters might do and what evidence do we base this on? What would you do in the character's situation? 	<h3>Puzzles</h3> <ul style="list-style-type: none"> How does one event connect to another? Do certain themes connect together? Are any events out of place and what are the reasons behind this? Can stories, poems and non-fiction pieces fit together in a wider way?

Appendix 8: Guided Reading Assessment Grid – Foundation

Reading focus statements.				
Read individual letters by saying the sounds				
Blend sounds into words				
Read some common exception words				
Read simple phrases and sentences made up of words with known letter sound correspondences				
Say a correct sound for each letter of the alphabet				
Read words consistent with their phonic knowledge by blending				
Read aloud simple sentences and books that are consistent with their phonic knowledge, including some tricky words				
Demonstrate understanding of what has been read by retelling stories				
Anticipate where appropriate key events in stories				
Use and understand recently introduced vocabulary				
Comments				