



# Reading

Oakhill Church School

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Our curriculum is designed and built upon children’s prior knowledge, and we use quality first-hand experiences to help unlock children's curiosity and invest in their cultural understanding and capital. The curriculum makes links and connections to establish purposeful learning which is relevant now and for life in the future.

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# Teaching and Learning at Oakhill

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## Early Reading - EYFS/KS1:

- At Oakhill we follow Read Write Inc. for phonics.
- What is Read, Write, Inc.
- Read Write Inc. (RWI) is a phonics complete literacy programme which helps children learn to read fluently and at speed so they can focus on developing their skills in comprehension, vocabulary and spelling.
- RWI was developed by Ruth Miskin and more information on this can be found at <https://ruthmiskin.com/en/find-out-more/parents/>.
- The programme is ordered through a series of colour-coded books, each progressively introducing new letters and sounds.
- Children are assessed every term to review whether they are ready to progress onto the next book colour. Below, you can find the progression of book colours and the typical age-range that children will be exposed to them.
- You can also find, below, documents to download which identify exactly which new learning is introduced in each book colour phase.
- Our children have discrete daily sessions for Foundation Stage and KS1 and phonic interventions for any children in KS2 who are still working within the phonic phases. There is a cohesive and consistent approach to teaching Phonics, where daily sessions follow the same structure.

## Our Planning Approach:

- EYFS and KS1 focus on teaching reading in small group sessions.
- All children from Year 3 take part in a 40 minute session of **Whole Class Reading** each day.
- Sessions balance the teaching of reading between word reading, wider decoding skills, grammar for reading, wider comprehension strategies and response to text.
- To develop comprehension skills, we follow an approach called **VIPERS** (vocabulary, inference, prediction, explain, retrieve and summarise/sequence).
- Units from “The Teaching Booth” have been mapped out across KS2 to ensure children are accessing a progressive range of varied text types.
- Alongside this, teacher choose varied text types that are current and link to curriculum areas where appropriate.

## Individual Reading:

- We have invested in engaging phonics decodable books (Read, Write Inc) to support reading in EYFS and KS1.
- All children are provided with a phonics decodable book based on their current phonic phase.
- Children are encouraged to take their books home to share with their parents/carers.
- Once a child has secured phase 5 phonics, children move onto our “*accelerated reader*” scheme.















# Teaching and Learning at Oakhill

- Teachers will monitor the children’s Book Band level and prompt children to take quizzes when they finish reading a text to access comprehension.
- Children’s reading progress will be assessed and tracked to see whether they are ready to move to the next Book Band

## Accelerated Reader:

### Accelerated Reader Book Level Guide

	<b>0.5 - 0.9</b>
	<b>1.0 - 1.4</b>
	<b>1.5 - 1.9</b>
	<b>2.0 - 2.4</b>
	<b>2.5 - 2.9</b>
	<b>3.0 - 3.4</b>
	<b>3.5 - 3.9</b>
	<b>4.0 - 4.4</b>
	<b>4.5 - 4.9</b>
	<b>5.0 - 5.9</b>
	<b>6.0 +</b>
	<b>Upper years</b>

- At the start of the programme, children do a star reader test. This test is 34 questions long and gets progressively harder. It is testing children’s comprehension knowledge.
- Once a child has completed a STAR reader test, they are given a range from which they can choose their reading books. Teachers may give children a number or a colour from which to choose their books.
- All of our library books have a colour code. Renaissance (the company which runs Accelerated Reader) put the books through a computer system which decides which level the book is based on the vocabulary and sentence lengths in the book. This is why you may find books in the same series can be different book levels.
- Once a child has read a book they can do a reading practice quiz. It depends on the length of the book how long the quiz is, some are 5 questions, most are 10 questions and some longer books are 20 questions.
- Children need to get 60% correct to pass the quiz and they get instant feedback. Teachers will be monitoring children’s success on quizzes.
- Accelerated reader helps develop children’s comprehension skills and vocabulary understanding alongside their decoding skills. This is vital in preparing them for end of Key Stage 1 and end of Key Stage 2 assessments.
- When children pass a quiz they earn points. Children will be set a target number of points to achieve throughout a term. Certificates will be awarded for achieving their targets. The number of points a book is worth is recorded on the label on the inside cover of the book.
- If your child has books at home that they would like to read and you want to check if they are on Accelerated Reader you can use AR Book Finder to check the book level. <https://www.arbookfind.co.uk>

## Reading for Pleasure:

- Each term, every class has a different whole class text to encourage exposure to different text types and reading for enjoyment which has been mapped out in our 2 year curriculum cycle.



# KS2 – Reading Curriculum Overview

## Reading Overview

				Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
KS1	Y1/2		Read Write Inc Programme						
KS2	Y3/4	Cycle A	Whole Class Text	Stone age Bone age by Mick Manning	A Mummy Ate my Homework by Thiago de Moares	Ottoline and the Yellow Cat by Chris Riddell	Atlas of Amazing Architecture; I Don't Like Poetry by Joshua Seigal	How to Train Your Dragon by Cressida Cowell	The Abominables by Eva Ibbotson
			Guided Reading Units	Teaching Booth (Y3): Rocks and Fossils  The Pebble in My Pocket by Meredith Hooper and Chris Coady	Teaching Booth (Y3): Lighthouses  The Light Keeper's Lunch by Davis Armitage and Rhonda Armitage	Teaching Booth (Y4): Teeth  Tooth by Tooth: Comparing Fangs, Tusks and Chompers by Sara C Levine	Teaching Booth (Y3): Towns, Cities and Villages  Town is by the Sea by Joanne Schwarz	Teaching Booth (Y3): Weather  Cloudy with a Chance of Meatballs by Judi Barrett	Teaching Booth (Y3): Different Cultures  Same But Different by Jenni Sue Kostechi Shaw
		Cycle B	Whole Class Text	Stig of the Dump by Clive King	Egypt Magnified by Harry Long	The Firework makers daughter Philip Pullman	The Boy at the Back of the Class by Onjali Q Rauf	The Butterfly Lion by Michael Morpurgo	The Tin Forest by Helen Ward



# KS2 – Reading Curriculum Overview

	Y4/5	Cycle A	Guided Reading Units	Teaching Booth (Y3): Prehistoric Britain  How to Wash a Woolly Mammoth by Michelle Robinson and Kate Hindley	Teaching Booth (Y3): Light and Shadows  Smoot: A Rebellious Shadow by Michelle Cuevas	Teaching Booth (Y3): Keeping Healthy	Teaching Booth (Y4): Electricity  Electricity from Billy Elliot	Teaching Booth (Y3): Spiders  Milton the Mighty by Emma Read	Teaching Booth (Y3): Plants  A Seed is Sleepy by Dianna Hutts Aston
			Whole Class Text	Floodlands by Marcus Sedgewick	Jason and the Golden Fleece by Claudia Zeff	Kasper Prince of Cats by Michael Morpurgo	Cosmic by Frank Cottrell Boyce	Podkin One Ear by Kieran Larwood	Varmints by Helen Ward
			Guided Reading Units	Teaching Booth (Y5): Brazil  Journey To The River Sea by Eva Ibbotson  Trains To Brazil by The Guillemots	Teaching Booth (Y5): Christmas  'Twas The Night Before Christmas by Clement Clarke Moore; A Christmas Carol by Charles Dickens	Teaching Booth (Y4): Chinese New Year  The Firework Maker's Daughter by Phillip Pullman; The Story Of The Chinese Zodiac	Teaching Booth (Y4): Frank Cottrell Boyce  Cosmis; The Unforgotten Coat; Millions	Teaching Booth (Y4): Migration  Refugees by Brian Bilston; The Boy At The Back Of The Class by Onjali Rauf	Teaching Booth (Y5): Life Cycles  Cicada by Shaun Tan; The Circle Of Life
		Cycle B	Whole Class Text	The Wind in the Willows by Kenneth Grahame	Who Let the Gods Out by Maz Evans	The Iron Man by Ted Hughes	The Kid who Came From Space by Ross Welford	Theives of Ostia by Caroline Lawrence	Boy in the Tower by Polly Ho-Yen



# KS2 – Reading Curriculum Overview

			<b>Guided Reading Units</b>	Teaching Booth (Y4): Rivers  A River’s Journey by Angela Yardy; A River by Marc Martin	Teaching Booth (Y4): Witches and Wizards  The Witches by Roald Dahl; The Worst Witch by Jill Murphy; Harry Potter And The Philosopher’s Stone by JK Rowling	Teaching Booth (Y5): Michael Morpurgo  War Horse, Private Peaceful, Kensuke’s Kingdom	Teaching Booth (Y5): Space  The Jamie Drake Equation by Christopher Edge	Teaching Booth (Y4): Romans  Romulus and Remus by Rudyard Kipling; Boudica: A Celtic Folk Song	Teaching Booth (Y4): Vikings  How to Be A Viking by Cressida Cowell
			<b>Whole Class Text</b>	No Ballet Shoes in Syria by Catherine Bruton	The History Detective Investigates: Early Islamic Civilization <i>and</i> Daily Life in the Islamic Golden Age (Non-fiction)	Street Child by Berlie Doherty	Letter from a Lighthouse by Emma Carroll	Darwin’s Dragons by Lindsay Galvin  The Explorer: Jaqueline Wilson	There’s a Boy in the Girl’s Bathroom by Louis Sachar
	<b>Y5/6</b>	<b>Cycle A</b>	<b>Guided Reading Units</b>	Teaching Booth (Y5): Middle Eastern Countries  The Breadwinner by Deborah Ellis	Teaching Booth (Y5): Poetry Vol 1  The Highwayman by Alfred Noyes; The Listeners by Walter De La Mere	Teaching Booth (Y5): Children’s Classics: Vol 1  The Hobbit by JRR Tolkien  The Jungle Book by Rudyard Kipling	Teaching Booth (Y6): Evolution  Moth by Isabel Thomas	Teaching Booth (Y6): Songs From Musicals  Speechless from Aladdin; Defying Gravity from Wicked; Waving Through A Window from Dear Evan Hansen	Teaching Booth (Y6): Civil Rights  A Change Is Gonna Come by Sam Cooke; Caged Bird by Maya Angelou



# KS2 – Reading Curriculum Overview

		Cycle B	Whole Class Text	Asha and the Spirit Bird by Jasbinder Bilan	The Curse of the Maya by Johnny Pearce	Alice in Wonderland by Lewis Carroll	Artic Star by Tom Palmer	The Explorer: Jaqueline Wilson	Windrush Generation Child by Benjamin Zephaniah
			Guided Reading Units	Teaching Booth (Y5): Picture Books  The Fantastic Flying Books Of Mr Morris Lessmore by WE Joyce	Teaching Booth (Y5): Poetry Vol 1  The Walrus and the Carpenter by Lewis Carroll  We Refugees by Benjamin Zephaniah	Teaching Booth (Y6): Light  On A Beam Of Light by Jennifer Berne	Teaching Booth (Y6): WWII  Once by Morris Gleitzman; Letters From The Lighthouse by Emma Carroll; Goodnight Mr Tom by Michelle Magorian	Teaching Booth (Y5): Songs  Where Is The Love? by The Black Eyed Peas; Cat's In The Cradle by Harry Chapin; Piece By Piece by Kelly Clarkson	Teaching Booth (Y5): Rainforests  Running Wild by Michael Morpurgo; The Great Kapok Tree by Lynne Cherry; The Explorer by Katherine Rundell



# Progression in Reading

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Decoding</b>	<ul style="list-style-type: none"> <li>Apply phonic knowledge to decode words Speedily read all 40+ letters/groups for 40+ phonemes</li> <li>Read accurately by blending taught GPC read common exception words</li> <li>Read common suffixes (-s, -es, -ing, -ed, etc.) read multisyllable words containing taught GPCs read contractions and understanding use of apostrophe</li> <li>Read aloud phonetically-decodable texts</li> </ul>	<ul style="list-style-type: none"> <li>secure phonic decoding until reading is fluent</li> <li>Read accurately by blending, including alternative sounds for graphemes</li> <li>Read multisyllable words containing these graphemes</li> <li>Read common suffixes</li> <li>Read exception words, noting unusual correspondences</li> <li>Read most words quickly &amp; accurately without overt sounding and blending</li> </ul>	<ul style="list-style-type: none"> <li>Apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet</li> <li>Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word</li> </ul>	<ul style="list-style-type: none"> <li>Apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet</li> <li>Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word</li> </ul>	<ul style="list-style-type: none"> <li>Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet</li> </ul>	<ul style="list-style-type: none"> <li>Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet</li> </ul>
<b>Range of Reading</b>	<ul style="list-style-type: none"> <li>Listening to and discussing a wide range of poems, stories and non-fiction at a level</li> </ul>	<ul style="list-style-type: none"> <li>Listening to, discussing and expressing views about a wide</li> </ul>	<ul style="list-style-type: none"> <li>Listening to and discussing a wide range of fiction, poetry, plays,</li> </ul>	<ul style="list-style-type: none"> <li>Listening to and discussing a wide range of fiction, poetry, plays,</li> </ul>	<ul style="list-style-type: none"> <li>Continuing to read and discuss an increasingly</li> </ul>	<ul style="list-style-type: none"> <li>Continuing to read and discuss an increasingly</li> </ul>





# Progression in Reading

	<p>beyond that at which they can read independently Being encouraged to link what they read or hear read to their own experiences</p>	<p>range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently</p>	<p>non-fiction and reference books or textbooks</p> <ul style="list-style-type: none"> <li>• Reading books that are structured in different ways and reading for a range of purposes</li> </ul>	<p>non-fiction and reference books or textbooks</p> <ul style="list-style-type: none"> <li>• Reading books that are structured in different ways and reading for a range of purposes</li> </ul>	<p>wide range of fiction, poetry, plays, non-fiction and reference books or textbooks Reading books that are structured in different ways and reading for a range of purposes Making comparisons within and across books</p>	<p>wide range of fiction, poetry, plays, non-fiction and reference books or textbooks Reading books that are structured in different ways and reading for a range of purposes Making comparisons within and across books</p>
<p><b>Familiarity with Texts</b></p>	<ul style="list-style-type: none"> <li>• Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics Recognising and joining in with</li> </ul>	<ul style="list-style-type: none"> <li>• Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales Recognising simple recurring literary language</li> </ul>	<ul style="list-style-type: none"> <li>• Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally Identifying themes and</li> </ul>	<ul style="list-style-type: none"> <li>• Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally Identifying themes and</li> </ul>	<ul style="list-style-type: none"> <li>• Increasing their familiarity with a wide range of books, including myths, legends and traditional stories,</li> </ul>	<ul style="list-style-type: none"> <li>• Increasing their familiarity with a wide range of books, including myths, legends and traditional stories,</li> </ul>



# Progression in Reading

	predictable phrases	in stories and poetry	conventions in a wide range of books	conventions in a wide range of books	modern fiction, fiction from our literary heritage, and books from other cultures and traditions <ul style="list-style-type: none"> <li>Identifying and discussing themes and conventions in and across a wide range of writing</li> </ul>	modern fiction, fiction from our literary heritage, and books from other cultures and traditions <ul style="list-style-type: none"> <li>Identifying and discussing themes and conventions in and across a wide range of writing</li> </ul>
<b>Poetry and Performance</b>	<ul style="list-style-type: none"> <li>Learning to appreciate rhymes and poems, and to recite some by heart</li> </ul>	<ul style="list-style-type: none"> <li>Continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear</li> </ul>	<ul style="list-style-type: none"> <li>Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action Recognising some different forms of poetry</li> </ul>	<ul style="list-style-type: none"> <li>Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action Recognising some different forms of poetry</li> </ul>	<ul style="list-style-type: none"> <li>Learning a wider range of poetry by heart preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and</li> </ul>	<ul style="list-style-type: none"> <li>Learning a wider range of poetry by heart preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and</li> </ul>



# Progression in Reading

					volume so that the meaning is clear to an audience	volume so that the meaning is clear to an audience
<b>Word Meanings</b>	<ul style="list-style-type: none"> <li>Discussing word meanings, linking new meanings to those already known</li> </ul>	<ul style="list-style-type: none"> <li>Discussing and clarifying the meanings of words, linking new meanings to known vocabulary Discussing their favourite words and phrases</li> </ul>	<ul style="list-style-type: none"> <li>Using dictionaries to check the meaning of words that they have read</li> </ul>	<ul style="list-style-type: none"> <li>Using dictionaries to check the meaning of words that they have read</li> </ul>		
<b>Understanding</b>	<ul style="list-style-type: none"> <li>Drawing on what they already know or on background information and vocabulary provided by the teacher</li> <li>Checking that the text makes sense to them as they read and correcting inaccurate reading</li> </ul>	<ul style="list-style-type: none"> <li>Discussing the sequence of events in books and how items of information are related Drawing on what they already know or on background information and vocabulary provided by the teacher *checking that</li> </ul>	<ul style="list-style-type: none"> <li>Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context Asking questions to improve their understanding of a text Identifying main ideas drawn from more than one paragraph</li> </ul>	<ul style="list-style-type: none"> <li>Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context Asking questions to improve their understanding of a text Identifying main ideas drawn from more than one paragraph</li> </ul>	<ul style="list-style-type: none"> <li>Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context Asking questions to improve their understanding</li> </ul>	<ul style="list-style-type: none"> <li>Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context Asking questions to improve their understanding</li> </ul>



# Progression in Reading

		the text makes sense to them as they read and correcting inaccurate reading	and summarising these	and summarising these	Summarising the main ideas drawn from more than one paragraph, identifying key details to support the main ideas	Summarising the main ideas drawn from more than one paragraph, identifying key details to support the main ideas
<b>Inference</b>	<ul style="list-style-type: none"> <li>Discussing the significance of the title and events</li> <li>Making inferences on the basis of what is being said and done</li> </ul>	<ul style="list-style-type: none"> <li>Making inferences on the basis of what is being said and done Answering and asking questions</li> </ul>	<ul style="list-style-type: none"> <li>Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> </ul>	<ul style="list-style-type: none"> <li>Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> </ul>	<ul style="list-style-type: none"> <li>Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> </ul>	<ul style="list-style-type: none"> <li>Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> </ul>
<b>Prediction</b>	<ul style="list-style-type: none"> <li>Predicting what might happen on the basis of what has been read so far</li> </ul>	<ul style="list-style-type: none"> <li>Predicting what might happen on the basis of what has been read so far</li> </ul>	<ul style="list-style-type: none"> <li>Predicting what might happen from details stated and implied</li> </ul>	<ul style="list-style-type: none"> <li>Predicting what might happen from details stated and implied</li> </ul>	<ul style="list-style-type: none"> <li>Predicting what might happen from details stated and implied</li> </ul>	<ul style="list-style-type: none"> <li>Predicting what might happen from details stated and implied</li> </ul>



# Progression in Reading

<p><b>Authorial Intent</b></p>			<ul style="list-style-type: none"> <li>• Discussing words and phrases that capture the reader’s interest and imagination</li> <li>Identifying how language, structure, and presentation contribute to meaning</li> </ul>	<ul style="list-style-type: none"> <li>• Discussing words and phrases that capture the reader’s interest and imagination</li> <li>Identifying how language, structure, and presentation contribute to meaning</li> </ul>	<ul style="list-style-type: none"> <li>• Identifying how language, structure and presentation contribute to meaning</li> <li>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</li> </ul>	<ul style="list-style-type: none"> <li>• Identifying how language, structure and presentation contribute to meaning</li> <li>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</li> </ul>
<p><b>Non-fiction</b></p>		<ul style="list-style-type: none"> <li>• Being introduced to non-fiction books that are structured in different ways</li> </ul>	<ul style="list-style-type: none"> <li>• Retrieve and record information from non-fiction</li> </ul>	<ul style="list-style-type: none"> <li>• Retrieve and record information from non-fiction</li> </ul>	<ul style="list-style-type: none"> <li>• Distinguish between statements of fact and opinion</li> <li>• Retrieve, record and present information from non fiction</li> </ul>	<ul style="list-style-type: none"> <li>• Distinguish between statements of fact and opinion</li> <li>• Retrieve, record and present information from non fiction</li> </ul>



# Assessment in Reading

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- Teachers listen to children read weekly through class guided reading session and make teacher assessed judgements based on this.
- To support and inform teacher judgements, in KS2 we use NFER test each long term.
- In years 2 and 6, we use previous SATs papers to track on monitor our children's progress.