Reading (including Phonics) Intent at Oakley CE Junior School

Our vision and rationale

It is our aim that children should leave Oakley CE Junior School equipped with a love for reading, empowered with the skills necessary to comprehend, analyse, and critically engage with a diverse range of texts. We are passionate about fostering fluent readers as this will serve our children as a key foundation to all aspects of their learning. At the heart of our approach to reading lies the principle that children should not only decode words but also derive meaning, insight, and pleasure from the written word. Through the exploration of various genres, styles, and authors, we endeavour to nurture a lifelong passion for literature.

Guided by our Christian values, our reading curriculum is underpinned by courage, respect, and grace. Courage is fostered by encouraging children to tackle challenging texts and express their interpretations confidently. Respect is cultivated through an appreciation of diverse perspectives and cultures depicted in literature. Grace is demonstrated in collaborative reading activities, where students support and learn from each other, creating a nurturing and inclusive reading community.

We understand that proficient readers are those who can both comprehend texts and reflect upon them critically. Therefore, our reading curriculum is designed to develop not only fluency and comprehension but also analytical and evaluative skills. Through structured lessons, independent reading, and group discussions, children are encouraged to engage thoughtfully with texts, creating opinions, and supporting them with evidence from the text.

Furthermore, we recognise that reading extends beyond the confines of the classroom. As such, we provide a rich and varied reading environment, with access to a diverse range of fiction, non-fiction, and poetry, both in print and digital formats. Our commitment to promoting reading for pleasure is evident through initiatives such as reading challenges and competitions, regular library visits, timetabled reading for pleasure time. Furthermore, we extend the celebrations of World Book Day in our 'Book Week'.

Following our holistic approach to education, we seamlessly integrate cross-curricular links into our reading curriculum. This enriches children's understanding of various topics and fosters connections between different subjects.

Ultimately, our goal is to empower every child to become confident, discerning, and reflective readers, equipped with the skills necessary to navigate the complexities of the world around them and to embark on a lifelong journey of learning through reading.

Purpose of study:

English has a pre-eminent place in education and in society. A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others and through their reading and listening, others can communicate with them. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know. All the skills of language are essential to participating fully as a member of society; pupils, therefore, who do not learn to speak, read and write fluently and confidently are effectively disenfranchised.

The national curriculum for English aims to ensure that all pupils:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

Inclusion

As teachers and educators, we need to flexible. As a school, we believe in '**Great expectations for all**' and this is fostered in our approach.

Some pupils might need the following adaptions:

-words highlighted and given to them on their desk so they can refer to new vocabulary
-word and phonic mats/ banks available for children throughout the unit of work
-including picture clues to help understanding and allow for visual clues
-continue to develop set skills before moving them on to the next step
-assessment for learning opportunities and making reference to previous years learning when a child is working below age related expectations.
-use a range of stimuli to support a range of learners and needs: Visual- learners respond to images and graphics. Auditory- learners prefer verbal presentations. Kinesthetic- learners prefer a physical, hands-on approach.
-small group work supported by an adult to develop the children's thinking and understanding further
-make tasks accessible by adapted the resources
-allow children time to explore though talk for learning to build their confidence and understanding
-allowing the children, the chance to record their comprehension of texts in a range of ways e.g. talking tins, Laptops and ipads, adults scribing children's ideas, collaborative mind mapping.
-tasks broken down into manageable chunks of learning
-teacher recording skills and processes in the classroom so children can make reference to them
-sentence starters and closed tasks to support children's answers to comprehension tasks.
-working in small groups or on a 1:1 to consolidate learning.

All lessons will have scaffolded opportunities throughout, the class teacher to ask SENDCo for further guidance if/when needed