



Creating 'Readers for Life'

Our Approach to Reading at St Oswald's



Intent - Our Aims



- To promote a love of reading in our children.
- To give children accurately levelled books. Children should be able to read with confidence and ease. They should not struggle to read words in decodable books as they are pitched at their level of phonic development.
- To develop comprehension skills across school.
- To provide structured, challenging and engaging texts across the breadth of school.

Implementation – Changes to Home Readers



Accuracy of levelling books/appropriate level of challenge

- £6000 has been spent on new and engaging texts for reading at home.
- Not all books have been phonetically decodable previously; our new books are, which allows children to apply the segmenting and blending skills taught in phonics lessons.
- All books will now come from the Oxford Reading Tree to ensure consistency across stages.
- Some of our Oxford Reading Tree books will remain in the scheme, but out-dated texts or supplementary schemes will be removed.
- We have invested in new books for Key Stage 2 readers to ensure our reading scheme runs from Stage 1 -20.



Implementation - Changes to Home Readers

Let's put on our Reading CAPS

- Children working within Phonics Phases 1-5 will take home 3 reading books a week as before.
- These books are designed to consolidate, challenge and encourage a love of reading.
- **C**onsolidate Book - *a completely phonetically decodable book which will consolidate the phonics phase children have successfully mastered and are able to apply with no need for segmenting and blending. Children should be able to read this book without hesitation.*
- **A**pply Book - *designed to challenge children at an appropriate level. Children will encounter phonemes they are currently being taught in these texts and may need to segment and blend when reading. This may contain high frequency words or vocabulary specific to the text.*

Please note: Consolidation books and Apply books may span two different stage of the Oxford Reading Tree Scheme.

- **P**leasure Book - *a book chosen by your child from our class/school library for them to enjoy at home. This book can be read by the child or the parent and is designed to promote a love of reading and an ownership over children's reading development.*



Consolidate



Apply



Pleasure

Implementation - Changes to Home Readers

To provide structured, challenging and engaging texts across the breadth of school

- Children working beyond Phase 5 in Phonics will still take home 2 levelled reading books and one book for pleasure.
- Levelled books with age appropriate content have been introduced into Key Stage 2.
- When children complete the reading scheme books, they will be invited to continue to use the library to access reading books for pleasure.

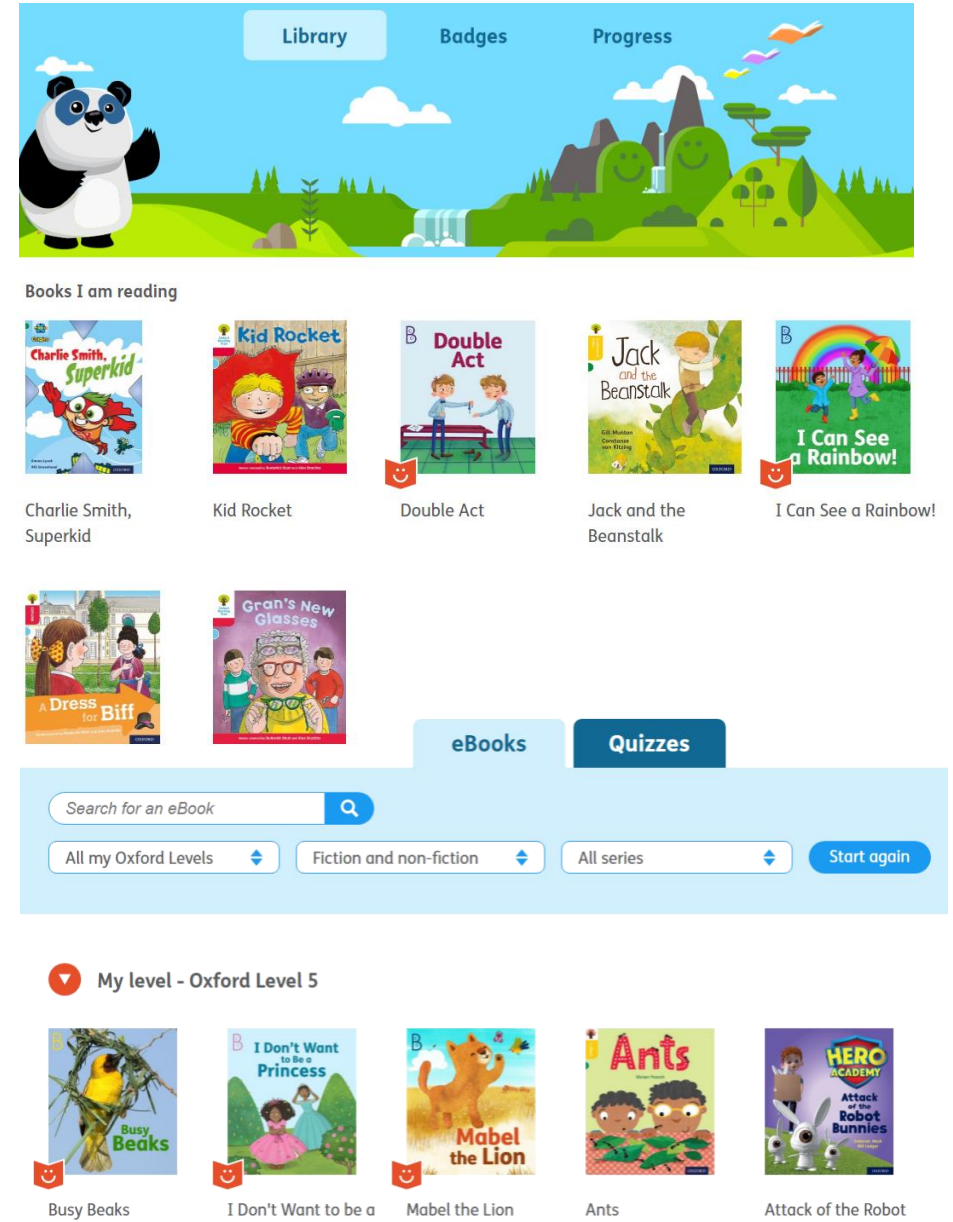


Implementation - Oxford Reading Buddy

Accuracy of levelling books/appropriate level of challenge.

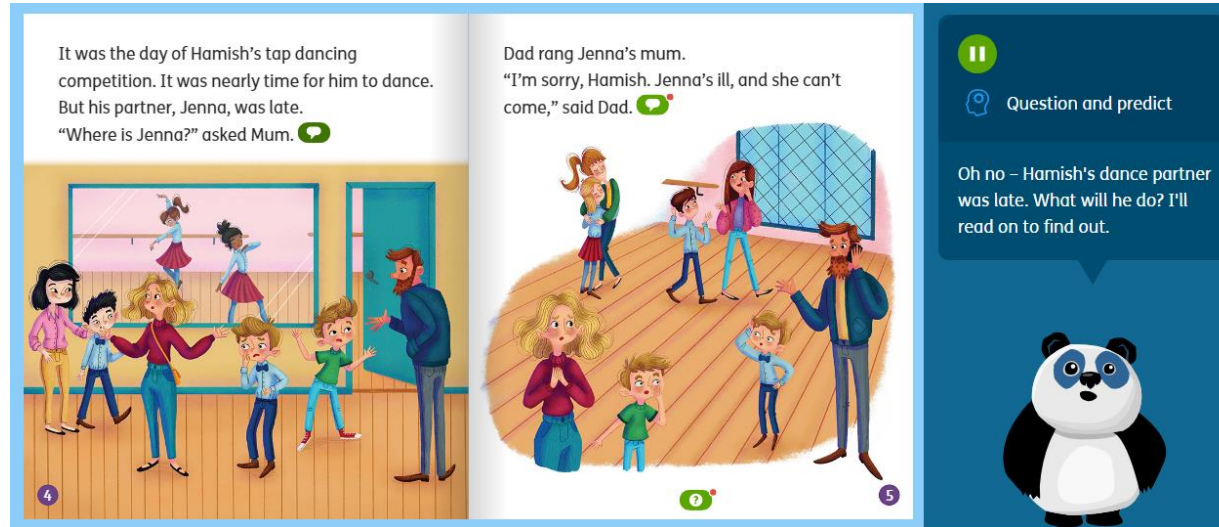
To develop comprehension skills across school.

- Oxford Reading Buddy is an online reading programme for children to access both in school and at home.
- Children will be given individual logins and create a 'Reading Buddy' to support and guide them through a wealth of online books in line with the reading stage they are currently working at.
- Most books provided in this reading library are exclusive to the online programme and are not available in our reading scheme.



The screenshot displays the Oxford Reading Buddy interface. At the top, there are navigation tabs for 'Library', 'Badges', and 'Progress'. A cartoon panda character is on the left. Below the navigation is a header image of a panda in a landscape. The main content area is titled 'Books I am reading' and shows a grid of book covers: 'Charlie Smith Superkid', 'Kid Rocket', 'Double Act', 'Jack and the Beanstalk', and 'I Can See a Rainbow!'. Below this is another row of book covers: 'A Dress for Biff' and 'Gran's New Glasses'. At the bottom, there are buttons for 'eBooks' and 'Quizzes', a search bar for eBooks, and filters for 'All my Oxford Levels', 'Fiction and non-fiction', and 'All series', along with a 'Start again' button. A section titled 'My level - Oxford Level 5' shows a grid of book covers: 'Busy Beaks', 'I Don't Want to be a Princess', 'Mabel the Lion', 'Ants', and 'Attack of the Robot Bunnies'.

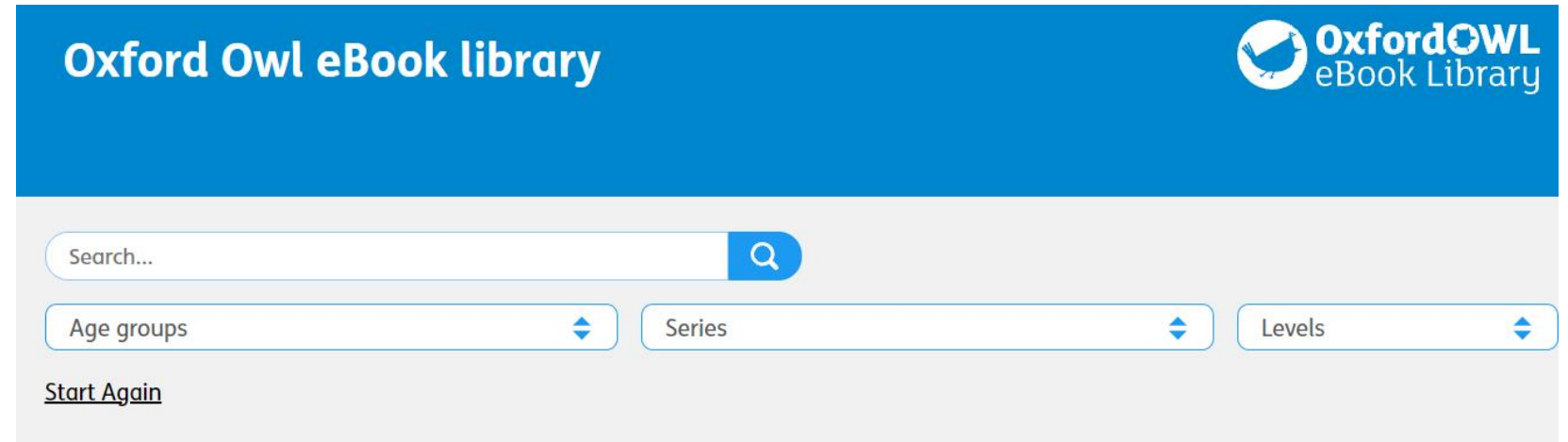
Implementation - Oxford Reading Buddy



- Children can create their own reading buddy who asks questions based on comprehension and inference skills.
- Each book has a quiz for children to complete.
- Children must consistently hit a target of 85% in quizzes before they will be able to access a higher level on the programme.
- Questions are written in the style of the Key Stage 1 & 2 SATs papers, allowing children to become familiar with this format prior to sitting their formal assessments.
- Login details will be sent home once children have completed the initial assessments in school to ensure books are levelled appropriately.

Implementation - Oxford Owls

- Provides an additional wealth of online reading resources for children in line with the Oxford Reading Tree scheme used in school.
- Offers both phonetically decodable 'consolidate' books and 'apply' books.
- The online library may also be used by staff in guided reading sessions in school.



The screenshot shows the Oxford Owl eBook library interface. At the top, there is a blue header with the text "Oxford Owl eBook library" on the left and the "Oxford Owl eBook Library" logo on the right. Below the header is a search bar with the placeholder text "Search..." and a magnifying glass icon. Underneath the search bar are three dropdown menus labeled "Age groups", "Series", and "Levels". At the bottom left of the interface, there is a link that says "Start Again".



Implementation – Essential Letters and Sounds

To further enhance and support our reading scheme, we will now be teaching phonics using the Essential Letters and Sounds phonics scheme.

- Essential Letters and Sounds is a Systematic Synthetic Phonics (**SSP**) programme, **validated by the Department for Education**.
- By distilling Letters and Sounds to its purest form, – its essence – we ensure every phonics lesson is taught to the highest standard. Essential Letters and Sounds is an SSP where only the **essential elements** are included.
- The name reflects the key principles of the programme; **simplicity and consistency**.

Phonics will continue to be taught daily across the Foundation Stage and Key Stage 1 with additional targeted intervention sessions planned for children in Key Stage 2 who may need further support.

Implementation – Essential Letters and Sounds

- **Essential Letters and Sounds...**
- is delivered to the **whole class**
- combines continuous and reactive **assessment**
- provides robust **intervention**
- is **rigorous** and **engaging**
- aligns with books from **Oxford University Press**
- provides **immediate**, in the lesson intervention

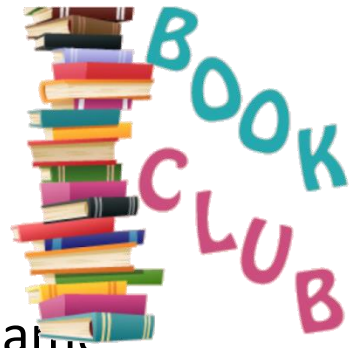
Implementation – Better Reading Partners



- To further provide additional support to develop reading skills in all learners, support staff have been trained in the Better Reading Partnership support scheme.
- Children who would benefit from the ten week programme will be identified by their class teacher and receive short reading sessions with support staff.
- 10- week programme of three 15-minute one-to-one sessions per week. The Partner uses simple assessments to select three texts for each pupil to read in each session. They provide a relaxed environment that gives pupils the time and space to practise and apply the skills taught by their teachers and to talk about their reading with an interested adult.

Implementation

To promote a love of reading in our children



- After developing and creating our beautiful school library last year, it was such a shame that children were only able to access it for a short time before lockdown. The library will be relaunched this year with all children having weekly access to a wide range of fiction and non-fiction books. A library 'team' is currently being created with children taking on responsibility for the loan of books, organisation and stocking of the library.
- Reading for pleasure books will continue to come home as part of our children's reading diet.
- Mrs Morris, Mrs Summersby and Mrs MacIver will continue to offer a lunchtime Book Club to children from Years 2-6 throughout the year.
- A rich reading culture is evident within school, with evidence of staff reading books and class readers present.



Impact

Through the careful implementation of our key intentions, we hope to see a greater depth of:

- Confident and capable decoding skills
- Reading fluency
- Understanding and comprehension
- Engagement in texts
- Above all, a love of reading.

