



Ocean Academy Poole
an Aspirations Academy



READING AT **OCEAN ACADEMY**

Date of last review:	January 2023	Review period:	Yearly
Owner:	Ocean Academy		

Purpose of the policy:

At Ocean Academy, we love reading. We strive to ensure that all children become successful and fluent readers by the end of Key Stage 2. We believe this is achievable through a combination of strong, high quality, discrete phonics and spelling teaching combined with a literature-rich approach that promotes a 'reading for pleasure' culture. Reading engagement is not possible if children struggle with the basic mechanics of reading. Fluency and enjoyment are the result of careful teaching and frequent practice.

Therefore, the purpose of this policy is to ensure that all staff understand the high expectations agreed, whilst establishing and maintaining a consistent approach to the teaching and learning of reading across our school; ensuring that all learners have exposure to high quality texts and high quality learning opportunities in order to leave school at the end of Key Stage 2 with a genuine passion for reading and to have obtained all of the skills they need to tackle any book of their choosing.

The effective teaching of reading requires not just a well-structured and progressive programme but its consistent implementation in every class.

Consequently, this will ensure that excellent attainment and progress is achieved by all children, regardless of ability, gender or socio-economic backgrounds.

Underpinning evidence:

1. Ofsted Research review: English
2. The forgetting curve, Ebbinghaus
3. Cognitive Load Theory, Sweller

4. Principles of Instruction, Rosenshine
5. Metacognition and Self-regulated Learning, EEF
6. Reading comprehension strategies, EEF Teaching and Learning Toolkit
7. Feedback, EEF Teaching and Learning Toolkit
8. Mastery Learning, EEF Teaching and Learning Toolkit

‘Reading enhances a child’s imagination and leads to their future academic success’

‘Pupils who struggle to read, struggle in all subjects and the wonders of a knowledge-rich curriculum pass them by unread.’

Reading is fundamental to accessing the full curriculum and future education. Proficiency in reading, writing and spoken language is vital for pupils’ success. Through these, they develop communication skills for education and for working with others. Reading is an essential life-skill that allows our pupils the opportunity to develop independence, imagination, self-confidence and a deeper understanding of the world around them.

Therefore, reading is at the heart of the Ocean Academy curriculum. We want to ensure that all learners foster a lifelong love of reading through stimulating and thought-provoking learning opportunities, which utilise high-quality, diverse texts, challenging preconceived ideas and misconceptions. To achieve this, consistent approaches to the teaching of reading are paramount in order to attain at least the expected standard or better.

Our aim is for all pupils to:

- Develop a lifelong love of reading through diverse and multicultural high quality texts,
- Be able to read age appropriate texts fluently and accurately, with a good level of understanding,
- Become confident readers in order to access the full curriculum of learning,
- Acquire and develop a wide base of sophisticated vocabulary,
- Be exposed to and appreciate a wide range of high quality texts,
- Articulate their understanding of the text, in both written and spoken forms,
- Be able to read fluently, and with confidence, in any subject in their forthcoming secondary education.

Children are immersed in reading as soon as they enter Ocean Academy. They are able to visit the library, engage in class reader texts and enjoy whole class stories.

Pupils who need to ‘catch up’ - phonics:

‘After year 1, learning in the wider curriculum depends increasingly on literacy. Pupils who cannot read well enough do not have full access to the curriculum. Those who fail to learn to read early on often start to dislike reading. They read less than others – and less often – and do not accumulate the background knowledge and vocabulary from reading that their peers do. The word-rich get richer, while the word-poor get poorer. Most of them will catch up if they receive a few months of intensive individual or small-group teaching; they should not need this extra support indefinitely.’ The reading framework, OFSTED 2021.

Intent: What is our Phonics curriculum aspiring to achieve?

Phonics is a key skill that supports the development of early reading and writing as outlined in the Statutory framework for the early years foundation stage and the English programmes of study in the National Curriculum.

At Ocean Academy, we understand the importance of phonics in teaching children how to read and write. We combine quality phonic instruction, for children that require it, with exposure to a range of texts and the promotion of reading for pleasure to provide our pupils with the skills they need to become successful readers and writers.

To support the learning and development of all children, we use the Rapid Phonics Intervention Programme. This programme is designed to provide high-quality phonics teaching and learning opportunities for children who require additional support in developing their reading and writing skills.















Using the Rapid Phonics Intervention programme we intend our pupils to be able to:

- ✓ Recognise, read and write all phonemes within each step of the intervention programme;
- ✓ Use their phonic knowledge to blend and segment phonetically decodable words;
- ✓ Use their phonic knowledge to attempt to read and write more complex words;
- ✓ Recognise, read and write high frequency words that are not phonetically decodable;
- ✓ Read easily, fluently and with good understanding, age and ability appropriate texts;
- ✓ Write clearly, accurately and coherently, using phonic knowledge.

Implementation:

The Rapid Phonics Intervention Programme is used to teach phonics in our school. Rapid Phonics is a synthetic phonics intervention intended to improve decoding skills and reading fluency. It consists of beautifully illustrated and lively books and eBooks that spark the interest of even the most reluctant readers. This helps struggling learners catch-up in reading and close the gap in order to master core skills to enable them to access the curriculum.

The programme systematically teaches learners the relationship between sounds and the written spelling patterns, or graphemes, which represent them. The programme is divided into different levels, starting from basic letter sounds and progressing to more complex sounds and combinations.

STEP	TEACHING GUIDES	DECODABLE READERS	TEACHING SUPPORT	ONLINE TOOLKIT AND PUPIL WORLD
1 Alphabet phonemes		 	   	  
2 Digraphs and trigraphs				
3 Alternative graphemes				

The programme is differentiated to meet the needs of all children. On entering year 3, children that have been identified as not passing their phonics screening check in Year 1 and/or Year 2 are targeted and assessed using the intervention assessment sheet at the start of the programme to determine their level of phonics knowledge and associated gaps. They are then taught in groups based on the assessment outcomes, to ensure that every child is taught at the correct stage of their phonics learning to maximise progress.

Phonics lessons are taught daily in small groups by trained Rapid Phonics Intervention teachers. These lessons are designed to be interactive and lively, incorporating various exercises and word games, and are accompanied by bespoke support materials which include books (some in ebook format), posters and worksheets to support children's learning.

Children who require additional support are identified and provided with extra 1-1 support to ensure they make progress.

All staff receive regular training and development in the Rapid Phonics Intervention Programme to ensure consistency across the school and to monitor assessment linked to our school's assessment cycle. Our English lead, alongside SLT, is responsible for overseeing the teaching and learning of phonics in the school.

We involve parents in the teaching and learning of phonics by providing regular updates on their child's progress and offering support and guidance on how to support their child's learning at home through the use of Rapid Phonics resources and activities.

Monitoring and Evaluation:

We regularly review and evaluate the effectiveness of the Rapid Phonics Intervention Programme to ensure it is meeting the needs of all children.

We use a range of assessment methods to monitor children's progress in phonics, including regular assessments, observations, and teacher assessments.

We ensure that all staff are involved in the monitoring and evaluation of the Rapid Phonics Intervention Programme to ensure consistency across the school.

Impact:

Overall, our phonics policy, using the Rapid Phonics Intervention Programme, is designed to ensure that all targeted children in our school have access to high-quality phonics teaching and learning opportunities.

By providing additional support to children who require it, we aim to enable all children to become confident and fluent readers and writers.

<https://www.pearsonschoolsandfecolleges.co.uk/asset-library/pdf/Primary/rapid-writing/struggling-learners-guide.pdf>

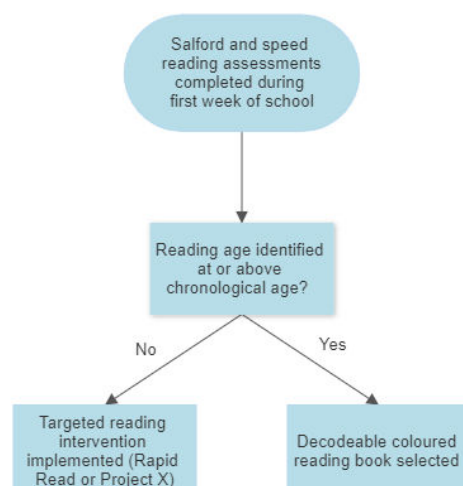
Pupils who need to 'catch up' - fluency and language comprehension:

For those children who passed the Year 1 phonics check or are assessed as secure with phonics but lack fluency and comprehension when reading age-appropriate texts, targeted interventions are put in place to improve reading age and fluency.

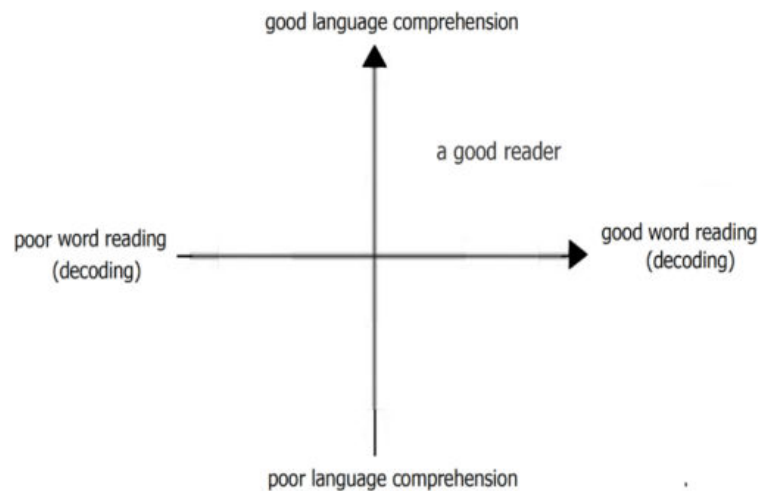
The following intervention resources have been purchased for these interventions:

- Oxford University Press - Project X: Code X
- Oxford University Press - Project X: Alien Adventures
- Oxford University Press - Project X: Hero Academy
- Pearson Education - Rapid Read

With each of the above programmes, progress is tracked by the leading adult. Reading age and reading speed are also assessed four times per year to monitor the impact of the interventions. When a child has 'caught up' and they are able to read fluently at or above an age-appropriate level, they are removed from the intervention.



Developing fluency, language comprehension and a love for reading:



At Ocean Academy, we aim to ensure that all of our pupils are able to decode text efficiently, understand the meaning behind what they read and gain a lifelong love for reading. Developing this is at the heart of our curriculum design. The following headings outline how we intend to achieve this and its implementation.

Assessment and tracking:

'Close and regular assessment of children as they learn to read is vital if teaching is to match their capacity to learn and if difficulties are to be identified when they first arise, and overcome.' Ofsted, 2021

Each year, pupils' reading age, speed and comprehension are assessed termly to ensure that children are able to fluently read and comprehend age appropriate texts. Where children are not yet reading at an age appropriate level, intervention is swiftly put into place to improve outcomes. The information from this assessment is used to inform future planning, intervention and teaching. A child's Salford reading age and reading speed will also be used to inform their reading level or book band (see 'book bands and decodable books' section).

Termly assessments include:

- Salford reading age
- PiXL reading speed
- PiXL reading comprehension tests

Book bands and decodable texts:

'Pupils should be taught to read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words.' (NC2014: reading)

We have invested in books that have been carefully structured in cumulative steps for children learning to read, so that they can decode every word as their knowledge of the alphabetic code increases.

So that beginner readers read books at the right level of difficulty, leaders at Ocean Academy have made sure the organisation of the books matches exactly the order in which Grapheme Phoneme Correspondence (GPCs) are introduced in the Rapid Phonics programme.

'Decodable' books following the Rapid Phonics intervention programme are available online and print form to make children feel successful from the very beginning. They do not encounter words that include GPCs they have not been taught. If an adult is not present, they are not forced to guess from pictures, the context, the first letters of a word or its shape.

Using Salford reading age assessments, the teachers support children to select books at the correct level. For children that have a secure understanding of phonics but a lower reading age we have a selection of progressive texts which follow the 'Oxford Reading Tree Levels'. The banded reading books are there to support children to develop their reading fluency between levels 4-12. Teachers carefully track the progress of children's reading and support them to select the appropriate text.

Year group	Age	Oxford Level	Book Band
Nursery	Up to 4 years old	1	Lilac
		1+	Pink
Reception / Primary 1	4-5 years old	1	Lilac
		1+	Pink
		2	Red
		3	Yellow
		4	Light blue
Year 1 / Primary 2	5-6 years old	5	Green
		6	Orange
		7	Turquoise
Year 2 / Primary 3	6-7 years old	8	Purple
		9	Gold
		10	White
		11	Lime
		12	Lime +
		8	Brown
Year 3 / Primary 4	7-8 years old	9	
		10	
		11	
		12	
		13	Grey
Year 4 / Primary 5	8-9 years old	14	
		15	Dark blue
Year 5 / Primary 6	9-10 years old	16	
		17	Dark red
Year 6 / Primary 7	10-11 years old	18	
		19	
		20	

Once a child is reading at a Salford reading age at or above their chronological age, they move on to the following assigned bookcases in the library. These bookcases have been carefully stocked to ensure that they include a wide range of novels to match differing reading abilities.

- **Brown bookcase:** Age appropriate texts for children with a reading age between 7 and 8 years old (Year 3).
- **Grey bookcase:** Age appropriate texts for children with a reading age between 8 and 9 years old (Year 4).
- **Dark blue bookcase:** Age appropriate texts for children with a reading age between 9 and 10 years old (Year 5).
- **Dark red bookcase:** Age appropriate texts for children with a reading age between 10 and 11 years old (Year 6).

This system has been designed to support children to select a book at the right level of challenge whilst also ensuring that they have access to a wide selection of high quality, engaging books.

Children can then supplement this text with another library book of their choice/interest and explore different genres, including fiction and non-fiction texts.

Pupils identified by their class teacher as a reluctant reader or who are struggling to engage in reading, are supported to select a book from the 'Gold Star Bookcase'. This is a selection of books that may engage children who haven't found their passion for reading yet.

In class fluency practice - '3 in 3':

'Fluency practice focuses on developing fluency through repeated oral reading of a short text or extract.' Such, C. (2021).

Each week, using age appropriate, short extracts (100-150 words), teachers read aloud the chosen extract to the class modelling effective reading fluency with particular focus on speed and prosody.

The pupils, in mixed ability pairs, then take it in turns to read aloud to one another, trying to emulate the teacher. While one pupil reads aloud, the other follows with a ruler to ensure engagement with the text to support their partner with any misreading or misunderstanding.

At the end of the model read, teachers and pupils summarise the text, tackle any misunderstandings and explain any new vocabulary. Three short comprehension questions are answered about the text.

Whole class reading and language comprehension sessions:

'Close reading involves the sustained, detailed analysis of a short extract and thus focuses on the development of word knowledge, background knowledge and text knowledge through deep discussion.' Liben, M. (2020).

At Ocean Academy, our pupils are exposed to a broad and diverse range of genres, texts and authors to develop their worldly knowledge. To ensure this, leaders have carefully and thoughtfully mapped out 138 extracts across KS2. These will be read and enjoyed with the children to improve their reading fluency and comprehension. It is important to note that this

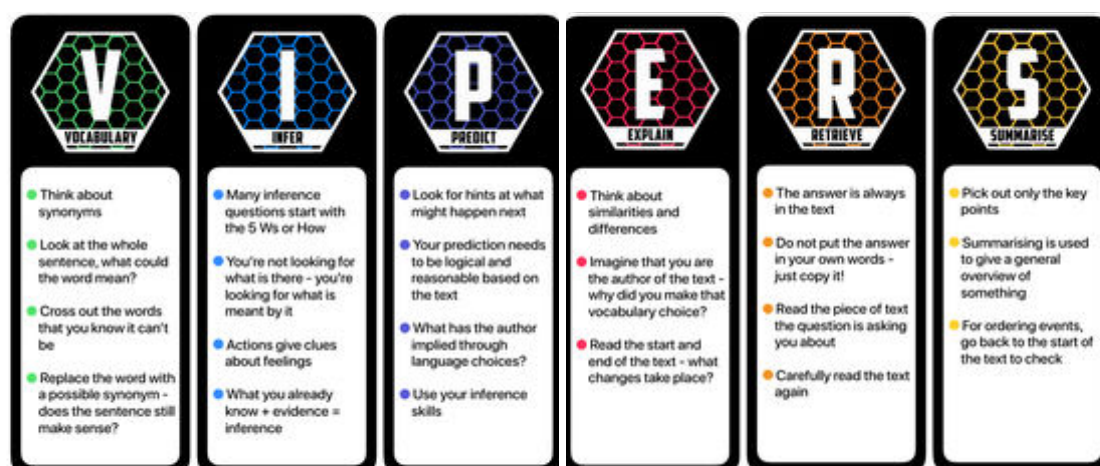
list is fluid and is constantly updated to ensure the highest quality and reflect the needs of the pupils.

To see our whole school plan of reading extracts, please follow this link: https://docs.google.com/spreadsheets/d/1dxrRE_VDAgJXFgYAUMbxGrjwwp5-xqDL_HsrDPmc8w/edit?usp=sharing

Every week, each class will read one of these extracts. During these sessions, teachers will focus on:

- Encouraging and instilling a love for reading
- Developing fluency (accuracy, automaticity and prosody)
- Developing a deep understanding of vocabulary
- Discussing the purpose, audience and formality of the text
- Developing and modelling comprehension strategies when responding to a text (VIPERS: Vocabulary, Inference, Prediction, Explanation, Retrieval, Summary)
- High quality discussion between peers and teachers in response to the text

During these sessions, teachers will model how to successfully craft written answers. Pupils are then given time to independently apply their understanding and answer a series of questions based on the chosen reading skill.



Shared reading/Class readers:

'Everybody loves a good story. Even small children who have difficulty focusing in class will sit with rapt attention in the presence of a good storyteller. But stories are not just fun. There are important cognitive consequences of the story format. Our minds treat stories differently than other types of material. People find stories interesting, easy to understand, and easy to remember.' D Willingham (2017)

The main aim of storytelling is to breathe life into the words, capturing children's attention rather than simply entertaining them. When teachers read aloud to a class, they try to replicate for children what it feels like to have someone's undivided attention while sharing a story. This is why reading aloud is a priority at Ocean Academy.

- Each half term, classes are allocated a high-quality, age appropriate class text.
- These are shared with the class and read aloud to the children (either by an adult or child) for at least 15 minutes per day, including discussion of the text and vocabulary.
- There are enough copies of each class reader within the school, so that children can follow the text one between two.
- Class readers have been carefully selected by the leaders and class teachers of the school to ensure that they match the age of the pupils and cover a wide variety of texts across KS2.
- These texts have been carefully selected because they offer opportunities to:
 - Expose the children to a range of well-known authors and classic texts.
 - Extend the children's vocabulary.
 - Help children to understand the lives of people whose experiences and perspectives may be different from their own.
 - Elicit a strong response from the children.
 - Expose children to high quality texts from around the World.

[Click here to see the full list of class readers across the school.](#)

Reading buddies:

To create a social reading environment and provide time for informal book talk, 'reading buddies' has been designed and implemented across the school.

Once a week, 25 minutes is designated in the timetable for 'reading buddies'. During this time, the children are paired with another child in a different year group and will take it in turns to read aloud and discuss a book of their choice with their partner. Teaching staff will lead these sessions with the pupils. At the start of the academic year, teachers will model what effective 'reading buddies' looks like with the children. This will include:

- Pupils engaged in reading aloud, listening and carefully following of the text ('shoulder to shoulder').
- Pupils supporting each other to accurately decode and understand the meaning of the text.
- Teachers modelling prosody in their reading and holding short discussions/sharing best practice.
- Teachers listening carefully and offering live feedback to improve accuracy, automaticity and prosody.

Reading across the curriculum:

'Curriculum time is therefore likely to be most effectively used in ensuring that pupils read fluently and to develop their wider curriculum knowledge and vocabulary, so that working memory can be directed towards making meaning of a text.' (Ofsted research review series, Pg. 22)

To allow for children to widen their curriculum knowledge and be exposed to increasingly challenging texts across various subjects, we have implemented a 'topic reading' plan across the school. Within certain learning objectives, a planned reading extract is used to promote reading across the curriculum. Children will read this independently, in pairs or as a whole class and discuss the meaning and any key language.

The library and librarians:

The school library is well-stocked to include a wide range of texts and genres. Children have full access to the library. They are guided to select a book appropriate to their reading age (see above) but can then supplement this text with another library book of their choice/interest and explore different genres, including fiction and non-fiction texts. All books can be taken home to share and enjoy with parents/carers.

The library has a suggestion box and forms for children to use to identify any books they would like to be available. Each year, the library is replenished and updated.

Every class has 2 librarians. Children can express an interest in becoming a librarian. Librarians are trained to use the school library system to support the Library Leader to keep the library tidy and reshelve returned books.

Children can visit the library at any time of the week, as directed by the class teacher. However, each class has a designated time slot to visit the library once a week as a whole class. During this time, teachers are able to support the children selecting a book and model a love for reading.

Parents and carers and reading at home:

Pupils' are assigned a home/school contact book. This is both an opportunity for parent-teacher communication and it allows pupils to take responsibility for their home learning and in particular, reading. It is the expectation that pupils' read for at least 15 minutes every weekday (this can be a book, magazine, newspaper, kindle etc.). Parents and carers are encouraged to listen to or discuss the text at least 3 times per week, to ensure that quality reading is taking place. Parents and carers are encouraged to discuss the language within the text to support pupil's understanding of new vocabulary. In turn, this supports the quality of the children's writing. Teachers are responsible for checking home/school contact books on a weekly basis.

SEND and inclusion:

Throughout this document, the methods used to ensure all children, including those with additional needs, have been made explicit. All planning ensures that pupils with SEND or physical impairment can achieve just as well as their peers. The school works closely with the SENCO and external agencies through regular consultations to understand the specific needs, individual goals and incorporate these into the planning and delivery of reading lessons. All lessons are adapted to ensure that all children can access the learning and work with their peers.

Monitoring and Evaluation of Teaching and Learning:

We regularly monitor teaching and learning across the school to make sure that all of our pupils make the best possible progress from their starting points.

Aims of monitoring and evaluation:

- To make secure judgements of teaching and learning across the school
- To monitor and evaluate the progress of students
- To evaluate the performance of individual teachers against the Teacher Standards and check that high standards of professional performance are established and maintained
- To identify training needs across the teaching and support staff and drive the CPD programme

SLT and subject leaders will monitor and evaluate the impact of teaching on student's learning through:

- Learning walks
- Book looks
- Review of termly assessment data
- Gathering input from pupil voice and staff voice

Review:

This policy is subject to yearly reviews by the subject leader and SLT.

Upon review, amendments will be made in line with the Academy Improvement Plan and shared with all staff.