



Ocean Academy Poole
an Aspirations Academy



READING AT **OCEAN ACADEMY**

Date of last review:	September 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.




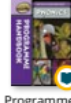












Using the Rapid Phonics Intervention programme we intend our pupils to be able to:

- ✓ 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 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>

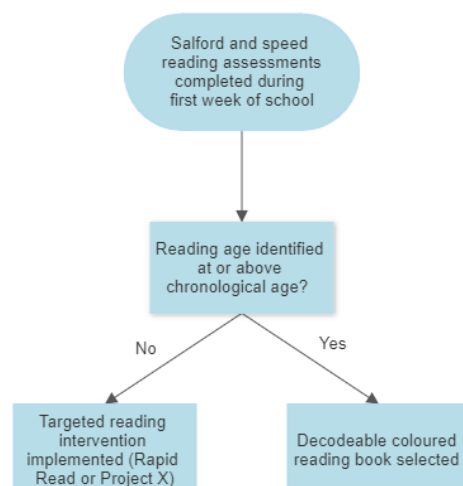
Pupils who need to 'catch up' - fluency and language comprehension:

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.

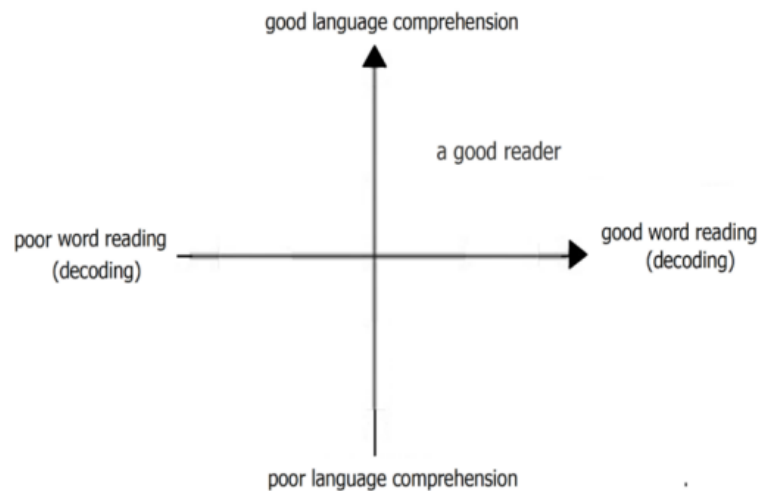
The following intervention resources have been purchased for these interventions:

- 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.

'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
Year 1 / Primary 2	5-6 years old	4	Light blue
		5	Green
		6	Orange
		7	Turquoise
Year 2 / Primary 3	6-7 years old	8	Purple
		9	Gold
		10	White
		11	Lime
		12	Lime +
Year 3 / Primary 4	7-8 years old	8	Brown
		9	
		10	
		11	
		12	Grey
Year 4 / Primary 5	8-9 years old	13	
		14	Dark blue
Year 5 / Primary 6	9-10 years old	15	
		16	Dark red
Year 6 / Primary 7	10-11 years old	17	
		18	
		19	
		20	

Once a child is reading at a Salford reading age of 7 years or above, 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.
- **Grey bookcase:** Age appropriate texts for children with a reading age between 8 and 9 years old.
- **Dark blue bookcase:** Age appropriate texts for children with a reading age between 9 and 10 years old.
- **Dark red bookcase:** Age appropriate texts for children with a reading age between 10 and 11 years old.

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 see below:

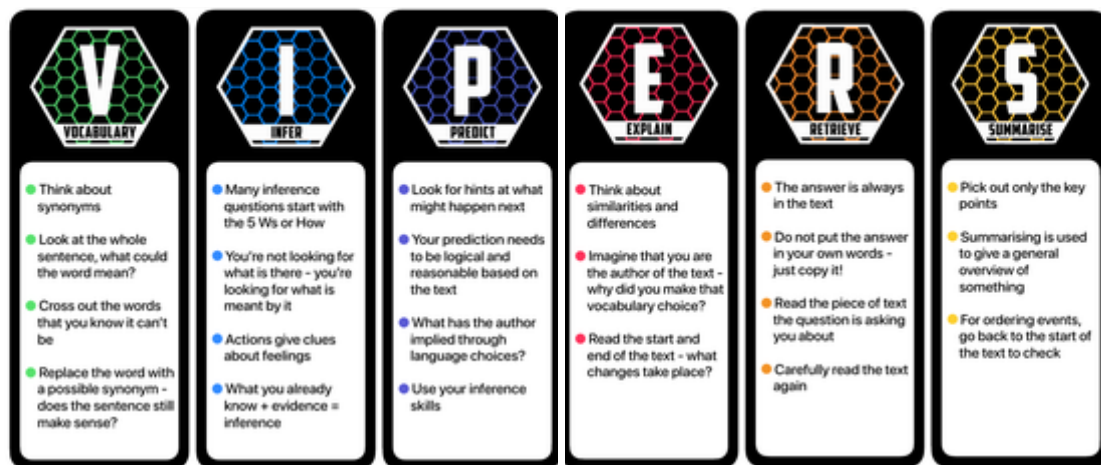
Y3 EXTRACT				Y4 EXTRACT			
Genre	Theme			Genre	Theme		
Fiction	Well known male author	Dick King Smith: Sheep Pig - chapter 1: Lesson	Folder	Fiction	Well known male author	Frank Cottrell Boyce: Sputnik's guide to life on Earth Pg 1-4: Resources lesson	
Fiction	Well known male author	Roald Dahl: BFG - Extract: Lesson	Questions Support Answers	Fiction	Well known male author	Michael Morpurgo: Butterfly Lion: Resources folder	
Fiction	Well known male author	Terry Pratchett: Dragons at crumbling castle: Lesson	Questions	Fiction	Well-known female author	Jill Murphy: The worst witch Chapter 1: Resources folder	
Fiction	Well known male author	Tilly and the Time Machine: Question	Folder	Fiction	Well-known female author	Jacqueline Wilson: The story of Tracy Beaker: Lesson	Questions
Fiction	Well-known female author	Malorie Blackman: Operation Grapeshotman: Lesson	Question folder	Fiction	Well-known female author	Eva Ibbotson: The abominables: Questions Lesson	
Fiction	Well-known female author	Francesca Simon: Horrid Henry: Lesson	Resources folder	Fiction	Classics	Charles Dickens: Oliver Twist: Resources folder	
Fiction	Classics	Kenneth Grahame: The reluctant dragon: Lesson		Fiction	Classics	Michael Bond: A Bear called Paddington: Lesson	Resources folder
Fiction	Classics	Clive King: Six of the Dumps Pg 1-6: Lesson	Folder	Fiction	Classics	C S Lewis: The lion, the witch and the wardrobe: Lesson	
Fiction	Classics	AA Milne: Winnie the Pooh - extract: Lesson	Folder	Fiction	Classics	Lewis Carroll: Alice's Adventures in Wonderland: Lesson	Resources folder
Fiction	Classics	EB White: Stuart Little - extract: Lesson	Questions Folder	Fiction	Classics	Gillian Cross: The Demon Headmaster: Lesson	
Fiction	History: Stone Age	Satoshi Kitamura: Stone Age Boy: Lesson	Folder	Fiction	History: Ancient Romans	The pack of Pompeii:	
Fiction	Myth: Ancient Egypt	The Legend of Isis and Osiris Twinkl: Lesson	Folder	Fiction	Myth:	Lucius and the Roman tablet:	
Fiction	Myth: Ancient Japan	Momotaro Japanese myth: Lesson		Fiction	Science: Teeth	Epic books: Tooth by tooth: Lesson	Questions Text
Fiction: Picture book	Environment	Jeannie Baker: Belonging		Fiction: Picture book	Anthony Browne	Anthony Browne: Voices in the park - whole text: Lesson	
Fiction: Picture book	PSHE: Conflict management	The Day The Crayons Quit by Drew Daywalt: Lesson		Fiction: Picture book	Theme	Y4 EXTRACT	
Genre	Theme	Y3 EXTRACT		Genre	Theme	Y4 EXTRACT	
Non-Fiction	Science: Forces	Sir Isaac Newton and the apple story: Lesson		Non-Fiction	Science: Electricity	The History of Electricity: Lesson	
Non-Fiction	Science: Magnets	Magnets the shepherd and the discovery of magnets: Lesson		Non-Fiction	Science: Digestion	Your digestive system: Lesson	
Non-Fiction	Science: Fossils	Pixl Y3 Extract: Fossils: Lesson: Questions		Non-Fiction	Science: Sound	Sound waves information: Lesson	
Non-Fiction	Science: Water Cycle	Pixl Y3 Extract: Water cycle: Lesson	Questions Answers Support	Non-Fiction	Remembrance Day	First World War information: Resources folder	
Non-Fiction	RE: Sikhism	Dewar Reading Extract: Lesson	Folder	Non-Fiction	RE: Judaism	Hannukah Reading Extract: Lesson	
Non-Fiction	Art: Stone age cave art	Stone Age Artists information: Lesson	Questions Answers 2023 folder	Non-Fiction	Art: Pablo Picasso	Pablo Picasso: Fast sheep: Resources folder	
Non-Fiction	Musicians/Poets	Benjamin Zephaniah information: Lesson		Non-Fiction	Musicians/Poets	Musical styles of the 20th century: Lesson	
Non-Fiction	Nature:	Plastic pollution in the poetry: Lesson	Resources	Non-Fiction	Nature:	Earth Day 2021: Restore our Earth information: Lesson	Questions
Non-Fiction	Nature: Animals	Dolphins information page: Lesson	Folder	Non-Fiction	Sport: Inspirational people	Marcus Rashford information Page: Resources folder	
Non-Fiction	History: Stone Age	Stonehenge reading information page: Lesson	Questions Answers 2023 folder	Non-Fiction	Geography: Volcanoes	Volcanoes information: Questions Lesson	Resources folder
Non-Fiction	History: Ancient Egypt	Ancient Egyptians information: Lesson	Questions Support Answers	Non-Fiction	History: Ancient Rome	Boudicca information page: Lesson	Slides Questions Resources folder
Non-Fiction	History: Ancient Egypt	Ancient Egyptians Pastiche (Questions etc. linked)		Non-Fiction	History: Shakespeare	William Shakespeare information: Lesson	questions
Non-Fiction	History: Ancient Egypt	Ancient Egyptians Farming (Questions etc. linked)		Non-Fiction	Notable people	Marie Curie information page: Lesson	Resources folder
Non-Fiction	Notable people	David Attenborough: Lesson	Questions support answers	Non-Fiction	Theme	Y4 EXTRACT	
Genre	Theme	Y3 EXTRACT		Genre	Theme	Y4 EXTRACT	
Poetry: Song	Film	Try everything (zootropolis): Lesson	Folder	Poetry: Song	Classics	Simon and Garfunkel: Bridge over troubled water: Lesson	
Poetry: Song	Musical	Matilda: When I grow up: Lesson	Folder	Poetry: Song	Musical	Mary Poppins: The place where the lost things go: Lesson	
Poetry	Classics	Edward Lear: The owl and the pussycat	Questions Answers Support	Poetry: Song	Disney	Mulan: Reflections: Lesson	
Poetry	Classics	Robert L Stevenson: My Shadow: Video: Lesson	Folder	Poetry: Song	Classics	Rudyard Kipling: IF: Lesson	
Poetry	Modern	Maya Angelou: Life doesn't frighten me: Lesson	Resources	Poetry	Classics	Ogden Nash: Adventures of Isabella: Lesson	
Poetry	Modern	Christina Rossetti: Colour: Lesson		Poetry	Modern	Michael Rosen: Chocolate Cake: Text	Questions Lesson
				Poetry	Modern	Benjamin Zephaniah: Talking Turkeys: Video: Lesson	
				Poetry: Song	Modern	The Majesty of Spring: Resources folder	
				Poetry	Classic	Revolting Rhymes: Roald Dahl	
				Poetry			
Overview	Introduction to question types	Questions and slides					

Y5 EXTRACT				Y6 EXTRACT			
Genre	Theme			Genre	Theme		
Fiction	Well known male author	Michael Morpurgo: War Horse Pg 1-4: Lesson	Questions Resources	Fiction	Well known male author	Phillip Pullman: Northern Lights Pg 3-6: Lesson	Questions Answers
Fiction	Well known male author	Anthony Horowitz: The falcon's maltese: Lesson	Questions	Fiction	Well known male author	JRR Tolkien: The Hobbit: Questions	Answers
Fiction	Well known male author	Phil Earle: When the sky falls: Lesson	Resources	Fiction	Well known male author	Louis Sachar: Fuzzy mug: Lesson	
Fiction	Well-known female author	Malorie Blackman: A dangerous game: Lesson	Questions Week 4 folder	Fiction	Well-known female author	Judith Kerr: When Hitler stole pink rabbit: Lesson	
Fiction	Well-known female author	JK Rowling: The Philosopher's stone chapter 1: Lesson	Questions	Fiction	Well-known female author	Malorie Blackman: Pig heart boy: Lesson	Answers
Fiction	Well-known female author	Sophie Anderson: The house with the chicken legs: Lesson		Fiction	Well-known female author	Eva Ibbotson Journey to the river sea: Questions	
Fiction	Classics	Arthur Ransome: Swallows and Amazons: Lesson		Fiction	Classics	Charles Dickens: A Christmas Carol: Questions	
Fiction	Classics	CS Lewis: The magicians nephew: Lesson		Fiction	Classics	Pixl Y6 Extract: R.L. Stevenson: Treasure Island: Lesson	
Fiction	Classics	Rudyard Kipling: Jungle book: Lesson		Fiction	Classics	Pixl Y6 Extract: Rudyard Kipling: Jungle Book: Lesson	
Fiction	Classics	Kenneth Grahame: The wind in the willows: Lesson		Fiction	Classics	Pixl Y6 Extract: Edith Nesbit: The railway children: Lesson	
Fiction	Classics	Frances Eliza Hodges Burnett: The secret garden: Lesson		Fiction	History: WW2	The wartime diary of Eliza Beale WW2 evacuee: Lesson	
Fiction	History: Vikings	Michael Morpurgo: Beowulf: Lesson		Fiction	Spooky openings	Thomas Taylor: Malamander: Lesson	
Fiction	Spooky openings	Abi Elphinstone: The Dreamcatcher: Lesson	Resources	Fiction	Myth:	Kevin Crossley-Holland: Norse myths: Lesson	
Fiction	Myth: Ancient Maya	The Hero twins: Lesson	Resources	Fiction	Myth: Ancient Greece	How Zeus became King of the Gods: Lesson	Questions
Fiction	Myth: Ancient Greece	Maya Creation story: Lesson		Fiction: Picture book	Science: Mary Anning	Laurence Anholt: Stone girl, bone girl - whole text: Lesson	
Fiction: Picture book	Science: Space	Markus Moten: Curiosity - whole text: Lesson		Fiction: Picture book	Anthony Browne	Anthony Browne: Hansel and Gretel - whole text: Lesson	
Fiction: Picture book	Anthony Browne	Anthony Browne: The tunnel - whole text: Lesson		Fiction: Picture book	Theme	Y6 EXTRACT	
Genre	Theme	Y5 EXTRACT		Genre	Theme	Y6 EXTRACT	
Non-Fiction	Science: Materials	States of matter information: Lesson		Non-Fiction	Science: Animals	Pixl Y6 Extract: Circulation: Lesson	
Non-Fiction	Science: Forces	Sir Isaac Newton information: Lesson	Resources	Non-Fiction	Science: Light	Light Information: Lesson	
Non-Fiction	Science: Habitats	All about Ocelots information: Lesson	Questions	Non-Fiction	Science: Electricity	Clean electricity news page: Lesson	
Non-Fiction	Science: Space	News report: Tim Peake information: Questions Lesson 2023		Non-Fiction	Geography: The Alps	Pixl Y6 Extract: The Alps	
Non-Fiction	RE: Hinduism	Puja Reading Extract: Lesson	Questions Resources	Non-Fiction	Remembrance Day	Remembrance Day information: Lesson	
Non-Fiction	Art: Vincent van Gogh	Vincent van Gogh Info sheet: Questions		Non-Fiction	RE: Islam	Eid al Fitr Reading Extract: Lesson	
Non-Fiction	Musicians/Poets	Influential musicians information: Lesson		Non-Fiction	Art: Frida Kahlo	Frida Kahlo information page: Lesson	
Non-Fiction	Nature:	Rainforest deforestation information: Lesson	Questions	Non-Fiction	Musicians/Poets	Bob Marley information: Lesson	Questions
Non-Fiction	Sport: Inspirational people	Simone Biles News Page: Lesson		Non-Fiction	Nature:	Greta Thunberg information Page: Lesson	
Non-Fiction	Geography:	Rivers of the World information: Lesson	Lesson 2023	Non-Fiction	Sport: Inspirational people	British Female Athletes Info Page: Lesson	
Non-Fiction	History: Ancient Egyptians	Who discovered Tutankhamun's tomb? Resources		Non-Fiction	Geography: Earthquakes	Earthquakes information: Lesson	
Non-Fiction	History: Vikings	News report: Viking jewellery discovered: Lesson		Non-Fiction	History: WW2	Pixl Y6 Extract: Evacuation: Lesson	
Non-Fiction	Notable people	Martin Luther King Jr Information: Lesson		Non-Fiction	History: WW2	Pixl Y6 Extract: Battle of Britain: Lesson	
Non-Fiction	Notable people	Martin Luther King Jr Information: Lesson		Non-Fiction	Notable people	Pixl Y6 Extract: Charles Darwin: Lesson	
Genre	Theme	Y5 EXTRACT		Genre	Theme	Y6 EXTRACT	
Poetry: Song	Pop	Michael Jackson: Man in the mirror: Lesson		Poetry: Song	Pop	Heather Small: Proud: Lesson	
Poetry: Song	Musical	Wicked: Defying gravity: Lesson		Poetry: Song	Musical	Aladdin: Speechless: Lesson	
Poetry: Song	Disney	Pocahontas: Just around the riverbend: Lesson		Poetry: Song	Disney	Randy Newman: You've got a friend in me: Lesson	
Poetry	Classics/Remembrance Day	John McCrae: In Flanders Fields: Lesson	Resources	Poetry	Classics	Pixl Y6 Extract: Lewis Carroll: Jabberwocky: Lesson	
Poetry	Classics	William Blake: The Tyger: Lesson		Poetry	Classics	William Ernest Henley: Invictus: Lesson	
Poetry	Modern	Benjamin Zephaniah: We refugees: Questions		Poetry	Modern	Valerie Bloom: Autumn Gilt: Lesson	
Poetry	Modern	Valerie Bloom: The river: Lesson	Questions Resources	Poetry	Modern	Joseph Coelho: The Quelling Duo: Lesson	
Poetry	Classic	Beowulf: An Epic Poem: Questions					
Poetry	SATS	Spinnet					

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.
- Once a week, 25 minutes has been allotted to allow for whole class discussion, teacher modelling and explanation, and questioning linked to the text.
- 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.

	Y3	Y4	Y5	Y6
AUTUMN 1	The Hodgeheg Dick King-Smith	Toro! Toro! Michael Morpurgo	The Explorer Katherine Rundell	Holes Louis Sachar
AUTUMN 2	Leonora Bolt: Secret Inventor Lucy Brandt	Hope Jones Saves the World Josh Lacey	Cosmic! Frank Cottrell-Boyce	Clockwork Phillip Pullman
SPRING 1	The Iron Man Ted Hughes	Charlotte's Web E B White	The Nowhere Emporium Ross Mackenzie	Pigheart Boy Malorie Blackman
SPRING 2	The Twits Roald Dahl	The boy at the back of the class Onjali Q Rauf	Who Let the Gods out? Maz Evans	Wonder R J Palacio
SUMMER 1	The boy who grew dragons Andy Shepherd	How to train your dragon Cressida Cowell	Kensuke's Kingdom Michael Morpurgo	There's a boy in the girls bathroom Louis Sachar
SUMMER 2	The Sheep Pig Dick King-Smith	The Girl Who Stole an Elephant Nizrana Farook	Skellig David Almond	Friend or Foe Michael Morpurgo

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.