

English Reading at Oak Hill C of E Primary School



In love we, Learn - Grow - Flourish

At Oak Hill CE Primary, we use images of an oak tree's roots, trunk and leaves to symbolise different parts of our identity and our sense of belonging. As a school community, we work to link their symbolism to our Vision in a variety of ways. In reading this means:

Learn - The roots of our oak tree symbolise the foundation of learning, just as reading begins with strong roots in phonics, vocabulary, and comprehension. Through high-quality teaching and programmes such as Little Wandle, children develop the fundamental skills needed to decode words, understand meaning, and enjoy the written word. These roots nurture a love of reading and give pupils the confidence to explore language, make connections, and engage with a wide range of texts that broaden their understanding of the world around them.

Grow - The trunk of the oak tree represents growth, reflecting how reading skills and understanding deepen over time. Using what they have learned, alongside our school values, children grow as fluent, expressive, and thoughtful readers. They begin to analyse texts critically, discuss themes and characters with increasing confidence, and draw upon a growing vocabulary to articulate their ideas. Through exposure to diverse authors, genres, and cultures, pupils develop empathy, curiosity, and resilience—learning to see reading as a gateway to imagination, knowledge, and reflection.

Flourish - The canopy of the oak tree represents flourishing, where learning and growth come together to create a lifelong love of reading. Children flourish when they read for both purpose and pleasure, engaging independently with a wide range of literature that challenges and inspires them. Through reading, they encounter new perspectives, deepen their understanding of themselves and others, and develop the confidence to communicate their thoughts and opinions. A rich "canopy" of reading experiences—guided reading, book clubs, author visits, oracy activities, and links with the wider community—enables pupils to learn, grow, and flourish, living life in all its fullness.

English Reading Curriculum Intent

We have a commitment that Oak Hill readers will be:

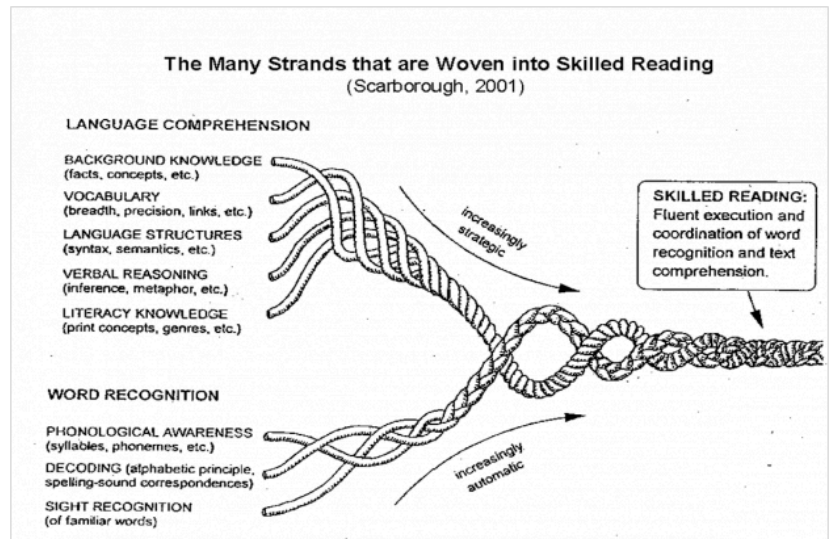
- **Fluent and expressive**, reading with accuracy, confidence, and prosody across a range of texts.
- **Curious and reflective**, showing enthusiasm for exploring new genres, authors, and ideas.
- **Comprehending and analytical**, able to infer meaning, discuss themes, and evaluate an author's choices.
- **Confident communicators**, able to discuss texts thoughtfully and express opinions about what they have read, using evidence to support their views.
- **Connected and empathetic**, finding links between what they read and their own lives, experiences, and the wider world.
- **Resilient and independent**, tackling challenging texts with perseverance and a positive attitude.
- **Articulate and thoughtful**, using rich vocabulary to share insights, make connections, and engage meaningfully in discussion.
- **Engaged and inspired**, developing a lifelong love of reading that extends beyond the classroom.

Through our three-tiered reading approach—Fluency Read, Extended Read, and Close Read—we ensure that all pupils at Oak Hill learn the essential skills of reading, grow as confident and critical thinkers, and flourish as passionate readers prepared to *'live life in all its fullness'*.

English Reading Implementation

At Oak Hill CE Primary School, we base our approach to teaching reading on Scarborough's (2001) 'Reading Rope' model, which highlights the interwoven skills needed to become a skilled and fluent reader. This research emphasises the importance of developing both **language comprehension** (such as vocabulary, background knowledge and understanding of language structures) and

word recognition (including phonological awareness, decoding and sight recognition). By teaching these strands in tandem and building them gradually over time, we ensure that our pupils develop the strong, flexible reading skills they need to understand, enjoy and engage confidently with a wide range of texts.



In EYFS and KS1, phonics provides the foundations for reading, spelling, and writing. Through a consistent, systematic approach to teaching phonics, we aim to ensure that every child becomes a confident, fluent, and enthusiastic reader.

We follow Little Wandle Letters and Sounds Revised, which is a DfE validated scheme. Phonics is taught daily from Reception through to the end of Key Stage 1 (and into Key Stage 2 where needed). Sessions follow a consistent structure: Revisit & Review, Teach, Practise, Apply. Lessons are interactive and fast-paced, making use of rhymes and visual prompts. Children practise both reading and spelling, with equal emphasis placed on blending (for reading) and segmenting (for spelling). Phonics learning is applied across the curriculum, for example in guided reading, writing tasks, and topic-based learning. This is more fully detailed in our *Phonics Intent, Implementation, and Impact* document.

This strong foundation in phonics and early reading in EYFS and KS1 provides the skills and confidence pupils need to engage successfully with the three-tiered reading approach used in KS2, ensuring a smooth progression from decoding and word reading to fluent, independent comprehension and critical engagement with texts. At Oak Hill CE Primary, our reading curriculum is designed to ensure that every child develops the skills, confidence, and passion to become a fluent, thoughtful, and independent reader. Through our three-tiered approach—Fluency Read, Extended Read, and Close Read—we

provide a progressive and balanced reading experience for KS2 pupils that enables them to learn, grow, and flourish as lifelong readers.

Fluency Read lessons focus on developing children's accuracy, pace, and prosody when reading aloud. Short, age-appropriate texts are introduced and modelled by the teacher, with explicit attention given to expression, intonation, and vocabulary development. Pupils then practise reading collaboratively, building fluency, confidence, and enjoyment through repeated oral reading and performance. This approach strengthens decoding, rhythm, and comprehension, while fostering confidence when encountering both familiar and new text types.

Extended Read lessons immerse pupils in high-quality, engaging texts that promote a deep love of reading. Teachers read aloud while pupils follow, experiencing the richness of language and story without unnecessary interruption. Strategic pauses allow exploration of vocabulary and key concepts, but the primary focus remains on sustained, enjoyable reading. Over time, pupils gradually take more ownership of reading sections aloud, supported by adults where needed. These sessions build stamina, comprehension, and appreciation of narrative structure, enabling children to experience the joy and flow of whole texts.

Close Read lessons deepen understanding through careful analysis and discussion of selected passages. Pupils explore an author's language choices, structure, and intent, responding to comprehension and inference questions both verbally and in writing. Lessons are adapted to age and ability, with older pupils encountering SATs-style multi-point questions to refine their analytical skills. Texts are often drawn from previous lessons, cross-curricular content, or current events, helping children make meaningful connections across learning.

Together, these three lesson types ensure that reading at Oak Hill is both systematic and inspiring. Pupils build strong foundations in fluency and comprehension, engage with high-quality literature, and develop the ability to think critically about what they read. Through this approach, we nurture confident readers who are ready to apply their skills across the curriculum and beyond, embodying our school vision to Learn, Grow, and Flourish in all aspects of their learning and life.

Teachers use Accelerated Reader to ensure all pupils have reading books matched to their individual level, supporting both confidence and progress. Pupils use these books at home and in school for independent reading, developing fluency, comprehension, and a love of reading, enabling them to learn, grow, and flourish as confident, engaged readers.

Supporting writing for pupils with SEND

Supporting pupils with SEND in reading means providing a range of inclusive, targeted strategies to ensure that every child can access and enjoy the reading curriculum. This includes high-quality first teaching that is carefully differentiated to meet individual needs, alongside scaffolded support such as visual aids, pre-teaching of key vocabulary, and the use of multi-sensory approaches. Structured phonics teaching through Little Wandle supports the development of decoding and fluency, while interventions such as Nessy help reinforce spelling, comprehension, and word recognition. Adults provide regular opportunities for one-to-one and small-group reading, modelling strategies to build confidence and independence. Ongoing assessment informs planning, ensuring that barriers to learning are addressed swiftly and effectively. Through this supportive approach, pupils with SEND are enabled to learn the foundational skills of reading, grow in confidence and fluency, and flourish as motivated, enthusiastic readers who experience success and enjoyment in their reading journey.

Time Allocation

English is a statutory entitlement for all pupils from Reception to Year 6 and all pupils receive four English Reading lessons per week in school

Assessment

Assessment in reading at Oak Hill is ongoing, multi-faceted, and designed to provide a clear understanding of each pupil's skills, progress, and next steps. In EYFS and KS1, pupils are regularly assessed through the Little Wandle phonics programme, which informs teaching, identifies gaps, and supports targeted interventions, including Catch Up sessions for SEND pupils or those needing additional support. Across the school, summative assessments such as NFER tests, Accelerated Reader assessments, and SATs are used to monitor progress, track attainment, and inform planning. Teachers aim to listen to all pupils read at least once per week, either during dedicated 1:1 reading sessions or as part of guided reading allowing regular fluency assessment for each pupil. Additional formative assessment includes live-marking and discussions about texts. Other methods, such as peer and self-assessment, comprehension checks, and tracking engagement with home reading, further support understanding of pupil progress. Together, these approaches ensure assessment is comprehensive, informative, and responsive, enabling teachers to support all pupils to learn, grow, and flourish as confident, capable readers.

Working in Partnership with Parents and the Community

At Oak Hill CE Primary, we value working in partnership with parents and the wider community to enrich our reading curriculum. Children are expected to

read at home every day and record their reading in their reading records, while parents are encouraged to listen to their children read regularly to support fluency, expression, and comprehension. Local authors are invited to share their expertise and inspire pupils, and children's reading achievements are celebrated through newsletters, displays, and school events. Parents are invited into school to view and engage with their children's reading progress, fostering pride, motivation, and dialogue about learning. Collaborative opportunities, including author visits, community projects, oracy competitions, and shared reading events, allow pupils to discuss texts, express opinions, and make links to their own lives, strengthening both reading comprehension and enjoyment. Through these partnerships, pupils are able to learn, grow, and flourish as confident, enthusiastic readers whose skills are valued both in and beyond the classroom.

Spirituality in Reading

At Oak Hill CE Primary, reading is used as a key vehicle to explore spirituality in its three dimensions: in, out, and up.

- Spirituality 'in' focuses on self-awareness and personal reflection. Through reading, pupils encounter characters, emotions, and situations that encourage them to reflect on their own thoughts, feelings, and beliefs. This might involve considering a character's motivations, moral choices, or personal growth, fostering empathy and an understanding of their own inner life.
- Spirituality 'out' relates to relationships and the wider community. Reading exposes pupils to diverse perspectives, cultures, and experiences, helping them to understand others and the world around them. Discussions about texts, group reflections, and oracy activities allow pupils to express their insights, consider the impact of their actions, and engage thoughtfully with social and ethical issues.
- Spirituality 'up' explores the transcendent and the bigger questions of meaning, purpose, and belief. Through carefully chosen literature, pupils encounter ideas about hope, faith, wonder, and the human condition, providing opportunities to explore existential questions in a safe and guided way. Teachers facilitate reflection and discussion, encouraging pupils to connect these ideas to their own experiences and values.

Through this approach, reading at Oak Hill supports not only literacy skills but also the spiritual development of pupils, helping them to grow as reflective, empathetic, and thoughtful individuals who can connect their learning to themselves, others, and the wider world.

Reading for pleasure

At Oak Hill CE Primary School, we are passionate about fostering a lifelong love of reading from Reception through to Year 6, helping every child to learn, grow and flourish as confident, enthusiastic readers. Our carefully structured and progressive reading curriculum ensures that children develop the skills, confidence and curiosity to enjoy books of all kinds. Our classrooms are filled with a wide variety of high-quality books, reflecting different interests, cultures and experiences, and our teachers — who are passionate readers themselves — love to share their favourite stories and authors.

We offer a rich range of reading experiences, including author and illustrator visits, themed reading days, and exciting dress-up events like World Book Day. We also invite parents and families to join us for our Reading Cafés — relaxed, welcoming sessions where families can share stories together, talk about how they enjoy reading at home, and explore ways school and home can work together to support children's reading journeys. Through these shared experiences, we aim to inspire every child to see reading as a lifelong source of joy, imagination and discovery.

Across the school, children are encouraged to share their love of reading with each other through initiatives like Reading Buddy sessions, where pupils of different ages bring in their favourite texts from home to read and discuss together. We also hold regular book sales, giving children the chance to choose books to take home and build their personal libraries. These activities, alongside daily reading opportunities and classroom discussions, help create a vibrant reading culture where children are excited to explore new stories, recommend books to their peers, and develop as lifelong learners of reading.

English Reading Curriculum Impact

By the end of their reading journey at Oak Hill CE Primary, pupils will have developed secure word-reading skills through the systematic teaching of phonics using the Little Wandle Letters and Sounds Revised scheme. This strong foundation will enable pupils to decode confidently, read fluently, and access increasingly complex texts as they progress through the school. Building on these skills, pupils will have engaged fully with the Fluency, Extended, and Close Read approach to develop comprehension, vocabulary, and a love of reading. As a result, they are expected to:

- **Read fluently and confidently**, applying expression, intonation, and phrasing appropriate to the text.
- **Demonstrate strong comprehension skills**, showing understanding of vocabulary, inference, and key themes across a range of genres.
- **Discuss and evaluate texts** thoughtfully, expressing opinions and listening to the views of others with respect and curiosity.
- **Make meaningful links** between what they read and their own experiences, as well as wider cultural and global contexts.
- **Show a genuine enjoyment of reading**, choosing to read for pleasure and recognising the value of reading as a lifelong skill.
- **Use reading to support learning across the curriculum**, drawing on a broad vocabulary and understanding of text structures to access information and ideas.
- **Reflect our school vision of Learn, Grow, Flourish** by reading with curiosity, empathy, and resilience, developing as independent and motivated readers prepared to "live life in all its fullness."

Through the teaching of reading, and in keeping with our school vision—Learn, Grow, Flourish—we aim for every child to develop strong roots in the fundamentals of language, including phonics, word reading, vocabulary, comprehension, and fluency. Using the Little Wandle Letters and Sounds Revised programme alongside our Fluency, Extended, and Close Read lessons, children learn to decode, understand, and respond to texts with confidence and enjoyment, building a secure foundation on which to develop their reading skills. As they grow, pupils gain fluency, stamina, and comprehension across a wide range of texts, from stories and poetry to information texts and cross-curricular reading, applying their understanding thoughtfully across the curriculum. By providing varied and purposeful reading experiences, children flourish as curious, reflective, and independent readers who can interpret, analyse, and discuss texts for meaning and enjoyment. They are encouraged to engage critically with what they read, make connections to their own lives and experiences, flourishing to develop a lifelong love of reading.