



Intent

Our drive is to ensure reading is at the heart of everything we do at Oak Hill and to produce enthused, inquisitive readers that have a wide and varied interest in reading material of all kinds. We seek to develop the abilities of decoding and comprehension in all our learners by supporting and challenging the necessary skills; as such, all our children- including vulnerable groups- become progressively proficient at interpreting and applying knowledge to a range of contexts. By reading fluently and with good understanding, it becomes possible to develop the habit of reading widely and often, for both pleasure and information; our approach to reading lends itself to creating an appreciation of the conventions and heritage of literature by deconstructing the elements and processes that constitute meaningful reading.



Implementation

We have created a bespoke Reading learning journey and, as such, our allotted Reading sessions consist of **Content Domain** lessons and **Accelerated Reader** lessons; during a typical week, the following sessions will be facilitated:

- x3 **Content Domain** lessons (x2 during a PPA week);
- x2 **Accelerated Reader** lessons (further optional sessions during library visits)

The Content Domains highlight the elements of the National Curriculum Programme of Study at Key Stage 2 that are assessed in the English Reading test. We treat each Content Domain as a skill; each skill is taught using a source.

We use three types of source: AUDIO, VISUAL and TEXTUAL.

We focus on one skill over the week, using a different source for each Reading lesson. The example below highlights the area and context for one week's learning:

SKILL	SOURCE- AUDIO	SOURCE- VISUAL	SOURCE- TEXTUAL
2a	Podcast	An historical artefact	A maths word problem

The Content Domain sessions themselves provide a deconstruction of a particular skill: for example, a 2A session will feature a working definition of what is meant by 'decoding', discussion based on the breadth and difficulties within this question type, independent tasks, and an element of self-evaluation that helps gauge progress from journey to journey, year group to year group.



Impact

We recognise the potential - through reading - for our learners to develop culturally, emotionally, intellectually, socially and spiritually; via our bespoke Reading curriculum, the skills of language are progressed to allow our children to participate fully as a member of society.

We value skilled word reading and the linguistic knowledge that underpins comprehension- with this as our focus, the children are able to meet age-related expectations and beyond with a sense of joy and wonder.

