

Ormiston Herman Academy

Reading Statement of Intent

Intent

At Ormiston Herman Academy, children will learn to read with confidence, fluency and understanding, providing them with the skills required to achieve a lifetime of enjoyment through reading.

Children read in school independently, in groups, with partners, and as a shared class session. They listen to adults and other children read and learn to ask questions about what they have read, in order to understand fiction and nonfiction texts.

Our Reading aims are:

- To promote reading for pleasure.
- To enable children to tackle unfamiliar and technical texts with confidence.
- To promote confidence and positive attitudes to reading through access to a wide range of literature.
- To develop phonetic skills which lead to blending and reading accurately and fluently.
- To broaden their vocabulary.
- To develop comprehension skills and enable children to analyse what they read and to participate in discussion and debate about texts.
- To encourage good home/school partnerships.
- To monitor each child's progress through the use of a range of assessment strategies eg Reading Age tests, on-going reading observations, fluency tests and comprehension assessments.
- To support those children who require additional support with reading.

Implementation:

At Ormiston Herman Academy, our curriculum is shaped by our school vision, which is for all children to acquire knowledge, skills and understanding that will contribute to them becoming aspirational, motivated young people.

We teach the National Curriculum, supported by a clear skills and knowledge progression. This ensures that skills and knowledge are built on year by year and sequenced appropriately to maximise learning for all children. At Ormiston Herman Academy, we have a skills based approach to

reading, teaching children to confidently tackle Vocabulary, Inference, Prediction, Explaining, Retrieving, Sequencing and Summarising.

At OHA, our reading curriculum links closely with our writing curriculum; we use a text-based approach that enables us to create opportunities for reading, discussion and writing within English and reading lessons.

In EYFS and KS1, there is a greater emphasis on phonics; this is then applied throughout the rest of the school to consolidate what has been learnt. Within daily phonic sessions, children have the opportunity to revisit previous learning, practise and apply new skills in structured but engaging ways. We encourage reading for pleasure through children having a choice of challenging and enriching texts as well as building in time for children to read independently and as part of a whole class.

All children have daily opportunities to read a variety of material in school, including regularly with an adult. Vulnerable children will read daily.

Impact

Regardless of background, ability or additional needs, by the time children leave Ormiston Herman Academy, they will be

- enthusiastic and motivated readers who are confident and will enjoy reading a wide variety of genres and text types
- have the skills to decode words in order to be able to read fluently with a secure understanding of what they have read
- be inspired by literature and will read for pleasure.
- tackle all areas of the curriculum with a secure understanding of what they have read.
- have a wide bank of vocabulary that they can draw upon to become confident and articulate communicators.