



Our Approach to teaching reading

Early Reading/ Phonics:

Phonics lessons begin as soon as children enter Reception. At Oak Meadow, we use the Read Write Inc. programme to teach phonics, helping pupils to read as quickly and as accurately as possible. This programme teaches children to decode initial sounds, blend them, and comprehend words.

First, children learn to read the 40+ sounds in the English alphabetic code and are taught to blend these sounds into decodable words. They then learn to recognise the same sounds with alternate graphemes. Read Write Inc. phonics books are matched to each child's phonological understanding, and as they reread these stories, their fluency improves.

The Read Write Inc. programme is grouped into three speed sound sets:

Speed Sounds Set 1

m	a	s	d	t
i	n	p	g	o
c	k	u	b	f
e	l	h	sh	r
j	v	y	w	th
z	ch	qu	x	ng
				nk

Speed Sounds Set 2

ay	ee	igh	ow	oo
oo	ar	or	air	ir

Speed Sounds Set 3

ea  cup of tea	oi  spoil the boy	ou  about it not	oy  play for a boy
a-e  middle a eels	i-e  kite smile	o-e  phone home	u-e  hugle birds
are  care and share	ur  nurse with a purse	er  a better letter	ow  brown cow
oa  goat on a boat	ew  chicken	ire  fire	ear  hear with an ear
ure  pure	ure  pure	ure  pure	ure  pure


Throughout the Read Write Inc. programme, children are assessed every half term to ensure they are making good progress. Groups are organised throughout Key Stage 1, enabling children to be placed into phonics sets that best meet their individual needs. If children have not met the expected standard at the end of KS1, they will remain in RWI groups in Year 3. All children who are not meeting the expected standard at any point of their phonics journey will receive interventions that aim to support sound retention and independent blending, with some children receiving intervention on a 1-1 basis to accelerate success.

At Oak Meadow, we use the RWI Fresh Start programme in order to support older children who still find reading challenging and present with some phonetical gaps. This tailored programme is designed for children in Key Stage 2 who are working below age-related expectations. It provides a structured and systematic approach to help children catch up by reinforcing key skills such as decoding, fluency, and comprehension. The Fresh Start programme builds children's confidence by offering focused support and engaging activities that promote quick and accurate word decoding. It ensures that children develop the skills they need to read with fluency and understanding, while also closing the gap between them and their peers. By providing individualised progress and motivating reading materials, Fresh Start fosters a positive attitude towards reading and helps children become more confident, successful readers.

Reading Lessons:

Once children have completed the Read Write Inc. programme, they begin reading lessons to further develop their fluency and comprehension skills. At Oak Meadow, we incorporate the National Curriculum Reading domains (Vocabulary, Inference, Predictions, Explanation, Retrieval, and Sequence or Summarise) to support the teaching of comprehension. In these lessons, progressive skills are taught, exposing children to a range of genres, including fiction, non-fiction, and poetry. Texts are mapped out and used across year groups with purpose, providing opportunities to enhance author craft, revise topics taught, gain pre-exposure to new topics, whilst also providing links through culture and themed weeks.

Weekly, children are given the opportunity to demonstrate their understanding through completing 'Big Questions,' which encourages them to apply their knowledge and share their own insight into the focus text.

Oak Meadow Reading Lesson Structure			
Monday	Tuesday	Wednesday	Thursday
Focus: Fluency and Oracy	Focus: Understanding the text	Focus: Skill based lesson	Focus: Applying knowledge
<p>During Monday's reading lessons, children are immersed in a new focus text for the week.</p> <p>This lesson provides the opportunity for adult led reading (demonstrating expression and pause), whilst also giving children the chance to read the focus text using echo reading.</p> <p>Teachers lead this lesson and use internal questioning/ thinking out loud to provoke thought and discussion from the class.</p> <p>New vocabulary (from the text) and definitions are shared with the children, and these remain focus words for the week.</p> <p>A 'Big Question' is shared that will be answered on Thursday.</p>	<p>During Tuesday's reading lessons, we aim for the children to gain a deeper understanding of the focus text by looking at retrieving information.</p> <p>Children are exposed to the focus vocabulary at the start of the lesson and definitions are shared/ reinforced.</p> <p>Children reread the text using techniques such as paired reading and choral reading in groups.</p> <p>After some practise using the 'I Do, We Do, You Do approach' children are then given quick fire questions to complete in order to demonstrate their understanding of the text.</p>	<p>During Wednesday's lesson, children look at specific reading skills needed in order to answer their 'Big Question'</p> <p>Children are exposed to the focus vocabulary at the start of the lesson and definitions are shared/ reinforced.</p> <p>Children reread the text independently.</p> <p>Focusing on a skill, children then have the opportunity to see questions being modelled by the teacher using focus domains.</p> <p>Children complete similar questions through a range of different formats.</p>	<p>During Thursday's lesson, children are then asked to apply their knowledge and understanding of the focus text.</p> <p>Children reread the text for the final time independently.</p> <p>The 'Big Question' may encompass multiple reading domains and therefore children will discuss how best to answer similar questions.</p> <p>Children complete their 'Big Question' using the skills, understanding and knowledge that have been focused on throughout the week.</p> 

Reading Plus:

At Oak Meadow, the *Reading Plus* programme is a digital tool used to enhance primary school children's reading comprehension and fluency. It offers personalised instruction by adapting to each child's reading level and progress. Children have the opportunity to access this application everyday through year group timetabling of reading lessons, alongside being able to access the wide variety of lessons and texts at home too.



Here is how it works...

1. **Comprehension Development:** The programme presents a range of texts, from fiction to non-fiction, and includes interactive questions that test children's understanding of key concepts such as inference, vocabulary, and retrieval. These questions encourage children to think critically about the text, helping them improve their comprehension skills.
2. **Fluency Building:** *Reading Plus* includes timed reading exercises that help children improve their reading speed while maintaining accuracy. As children practice reading texts at an appropriate level, the programme tracks their fluency, providing feedback to guide their progress.
3. **Personalised Learning:** The programme tailors tasks to each child's individual needs. It adjusts the difficulty of reading material as children improve, ensuring they are

continuously challenged and engaged, which fosters both fluency and comprehension.

4. Engagement with Various Texts: The texts in *Reading Plus* cover a wide range of topics and genres, giving children exposure to diverse writing styles. This variety broadens their understanding and builds their ability to interpret different kinds of texts, which supports overall literacy development.
5. Progress Monitoring: Teachers can track students' progress through regular reports generated by the programme. This allows for targeted interventions and additional support if needed, ensuring each child receives the help they require to improve both their fluency and comprehension.

Reading Scheme



Home reading plays a crucial role in supporting children's fluency and understanding, and we encourage daily reading. Children who participate in the Read Write Inc. scheme take home books that match their phonetic ability. These books include a combination of decodable and sight words that have already been taught, which helps build confidence and fluency.

The books also offer a range of activities to be completed at home with an adult's support. These activities include retelling the story or answering "find it, prove it" questions. As part of the scheme, children change their books weekly during their Friday RWI lesson, ensuring they have ample opportunity to build their reading stamina, speed, and comprehension.

Once children have completed the Read Write Inc. scheme, they progress onto a colour-banded reading scheme that includes Oxford Reading Tree books, Bug Club books, and other independent texts. This scheme offers a wide variety of genres, from fiction to non-fiction, to engage and challenge all learners.



Each child is provided with a reading diary, which they can take home to share and track their reading journey.