

# Oakfield Primary Academy's Reading Approach

Assess children's understanding by asking them questions which are presented in various ways.

New skills need more framework and support.  
Zoom IN v Zoom OUT

## Book Detectives

We teach children to read with a 'detective's mind'. Children are taught to 'look through a lense of interrogation' and 'follow different lines of enquiry'. We look for evidence and clues in what we are reading, interconnecting across texts.

We push them beyond simple responses such as, 'This shows...' and instead encourage children to use language such as: 'This is in contrast to...' and 'This sharpens our idea that...'

## Teaching Reading

As adults, the process of understanding what we have read happens internally; it is invisible. Therefore, we teach the skills of reading by making the internal explicit. We demonstrate by thinking aloud and showing children our 'reader's brain'.

Demonstration reading happens every day and our Book Club sessions are dedicated to it.

Reading skills are taught within our English lessons and, in some cases, in discrete reading sessions. The skill, such as retrieval or inference, is demonstrated by the teacher before allowing children time to practice applying it. Children are given the opportunity to apply the skill through a variety of ways; this could be through independent tasks, group work or with an adult. Assessment opportunities take place once a skill has been taught and applied.

## Immersion

We immerse the children in an environment of rich texts; this is through our English lessons, Book Club, across the curriculum, during story time and within our reading environments. A range of texts are drawn upon, including comparative texts, to highlight similarities and differences in: themes, genres, styles and features. Children are exposed to diverse texts which promote a range of authors, cultures, ethnicities and backgrounds.

We promote a love of reading and understand that it is our moral duty to act as children's 'reading parents'. We expose children to a variety of reading opportunities and understand that reading facilitates long term learning and is a doorway into deepening children's knowledge.

At Oakfield Primary Academy, we strive to create a culture of reading for meaning, knowledge, wisdom, pleasure and connection.

## Book Talk

Discussing what we have read is an integral part of how we teach reading. Texts are talked about together as a class. The more children discuss what they have read, the better they get at it. Books are discussed using open questions, such as: 'What did you like/dislike?', 'How did that part makeyou feel?' and 'Why might that character have done that?'

During discussions, children are able to go back and re-read parts of the text they may not have understood and, in doing so, they hear and experience new things. Turning the page too soon can prevent deeper thinking.

We provide children with language and resources totalk about books.

## Reading Aloud

Children are given opportunities to read aloud, and listen to others read aloud, every day. Children develop their auditory comprehension skills differently to how they develop their reading comprehension skills, therefore they are given opportunities to listen to texts and focus on the content through weekly Book Club sessions. This also allows them to: concentrate on how a text makes them feel; enables them to study illustrations; helps reluctant readers; and, inspires their own desire to pick up a book and read.