

## I Opened a Book

I opened a book and in I strode  
Now nobody can find me.  
I've left my chair, my house, my road,  
My town and my world behind me.

I'm wearing the cloak, I've slipped on the ring,  
I've swallowed the magic potion.  
I've fought with a dragon, dined with a king  
And dived in a bottomless ocean.

I opened a book and made some friends.  
I shared their tears and laughter  
And followed their road with its bumps and bends  
To the happily ever after.

I finished my book and out I came.  
The cloak can no longer hide me.  
My chair and my house are just the same,  
But I have a book inside me.

Julia Donaldson



## Why are we making a commitment to reading?

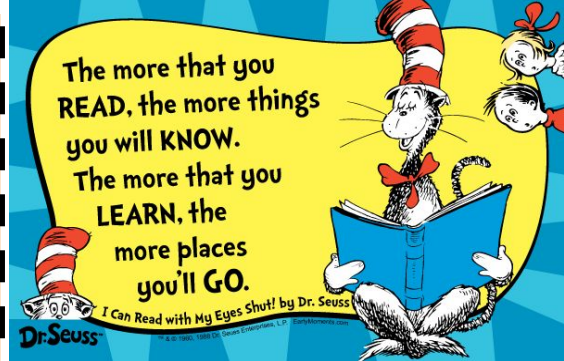
Concentration

Language

Intelligence

Creativity

Empathy



The more that you  
**READ**, the more things  
you will **KNOW**.

The more that you  
**LEARN**, the  
more places  
you'll **GO**.

**Dr. Seuss**  
I Can Read with My Eyes Shut! by Dr. Seuss

## Why are we making a commitment to oracy?

EEF report on Oracy

“Literacy must prioritise communication and language”

“Language.... Vocabulary.... Reading”

“All children benefit but there is some evidence of a larger effect on disadvantaged children”

“Talk matters in its own right and because of its impact on other aspects of learning”

“Pupils that participate in oral language interventions make approximately five months additional progress over the course of a year”

# So what should our aims be for a child's experience of talk and reading?

*Here is a stripped down version of the EEFs Literacy Guidance*

- Talk and reading are seen by all as central to learning the curriculum and developing knowledge and growing, socially, emotionally & academically.
- The modelling of high-quality talk particularly making sure that we talk with children, not just to them.
- Explicit approaches to planning and teaching talk and vocabulary development which become increasingly implicit as skills increase.
- Developing decoding and comprehension must be central in our curriculum to grant all pupils access to learning and life and close gaps.
- Phonics programme is systematic and with high fidelity and highly responsive to needs (including being proactive in addressing gaps - SEND, EAL, Gaps in learning)
- Self-regulation increases through a consistent and all-through approach to teaching reading comprehension skills.
- Consistency of approach is balanced with a need to be responsive, creative and proactive when the approach isn't working.



Behaviours	Attitudes	Skills	Knowledge
<p>Staff model effective talk and craft opportunities for talking with children as often as possible.</p> <p>The reading of high quality texts happens regularly, across phases and across subjects.</p> <p>Parents are actively and strategically supported, encouraged, enabled to read with their children and talk to them about reading.</p> <p>Students at all phases use talk to help themselves communicate, think, learn listen and responding to others to develop understanding.</p> <p>Teachers are able to support children to select texts based on their interests and needs.</p>	<p>Students, staff and parents see talk and reading as important and central to learning and personal growth and this permeates their attitude to learning, thinking, communication and pedagogy.</p> <p>Talk and reading underpin the way we think about learning, we see it as the right of every student to be enabled to speak well and read fluently for pleasure and with purpose.</p> <p>Teachers see the value in planning and reflecting on how they use pedagogies of talk and reading to support curriculum and learning.</p> <p>Teachers take ownership and work collaboratively to drive their own approach to talk and reading which supports the school's stated aims.</p>	<p>Staff across phases and subjects are highly skilled in supporting students to use talk for learning and read with purpose, they know how to grant access to high-quality texts to students of differing abilities and how to support them to communicate effectively through listening and talk and read effectively through decoding and comprehension.</p> <p>Students become increasingly self-regulatory in their ability to use ambitious talk and reading to learn and grow.</p> <p>Students are increasingly skilled in decoding, comprehension, inference and evaluation.</p> <p>Students are attentive and careful listeners and use talk to communicate articulately and develop thoughts and opinions.</p>	<p>Staff have a growing knowledge about good children's literature and are able to support students to make decisions about their reading.</p> <p>Staff have sound knowledge of how children's reading skills develop and have the toolkit to assess and support the growth of these skills</p> <p>Staff have a growing knowledge of which high quality texts can support their curriculum area, across all subjects.</p> <p>Staff know how to scaffold, model and nurture students oracy skills and when to provide opportunities for talk.</p> <p>Students know what they like to read and how to stretch themselves in their choices.</p> <p>Students know what good talk looks like in different contexts.</p> <p>Students know why reading is important across subjects.</p>

# INTENT



*Curriculum  
Cohesion*



**Toolkit**

## If we strip this back, here are 5 big drivers of a successful oracy and reading strategy?

- Every teacher is a teacher of reading and oracy
- Reading and oracy is a shared experience in children's lives; with peers, with teachers, with parents.
- Opportunities for skillfully modelled and inclusive talk and access and guidance to high quality, thoughtfully selected texts at the core of the curriculum.
- Timely and bespoke intervention closes gaps in reading ages and communication skills.
- Reading and talking for pleasure is something children value and do outside of lesson.

**“THE MAIN  
THING IS TO  
KEEP THE MAIN  
THING THE  
MAIN THING”**

STEPHEN COVEY

Or... the main thing is to keep these 5 main things the main things!

# Riding the waves

- Curriculum Design
- Curriculum Review
- Assessment 4 Progress
- Library lessons
- Meeting/CPD calendar/planning sessions/briefings.
- Existing extra-curricular (Model UN/Speak-Out/Trips)
- Parent meetings and events
- Legacy of lesson study



*#improvenotprove*

# So what will we do?

- A systematic phonics programme, precisely monitored with timely intervention
- Teachers skills in supporting pupils talk, reading (decoding and comprehension) to be developed through CPD, curriculum planning, approach to Assessment 4 Progress.
- Ensure teachers understand the fundamentals of learning to read and how consistent they can be across all phases.
- Opportunities for teaching reading to be incorporated into the all-through curriculum, for example through library lessons or reading lessons and teachers to be supported to build skills in teaching guided, whole class, 1-2-1 and curriculum focused reading across all phases.
- Oracy lessons and strategies to be explicitly taught, for example through oracy stems at primary and through year 7 oracy and year 9 L2L lessons at secondary and opportunities for oracy enrichment mapped out and sustainable.
- Support teachers to develop the pedagogy of oracy in lessons.
- Support teachers to differentiate their approach to oracy and reading so that all students are granted access and enabled to participate and progress.
- Monitoring of reading ages to be reviewed more regularly and rigorously; guided reading support/intervention in place in library lessons, from EAL department and learning support to close gaps.