

OAC Strategy for Independent Reading - January 2022

“Independent Reading”

“Reading is a skill and, as with every skill, it requires not just instruction but practice. Reading practice serves a number of purposes. It enables students to apply the skills and strategies that are taught; it provides opportunities to check student learning and identify weaknesses and it draws students into the world of “real” reading - a world in which people learn from and enjoy books”.

In line with the aims of the Oasis Horizons project, we recognise that learning to read is the foundation of all learning, and an essential part of this is prioritising time for independent reading.

To use this time most productively OAC SLT have highlighted these actions, to ensure every child achieves their potential.

Year R and Year 1

Rationale & Strategy:

- To give children the opportunity to begin to practice those behaviours required for independent reading.
- To give children the opportunity to explore and enjoy books

Process:

- **‘Booktime’ 10 minutes per day, 4 times per week.**
- On day 1 and 3, for 5 minutes, children choose from a selection of familiar stories (including the class Read Aloud books) to retell, read or look through, whilst sitting quietly. These must be put on tables by an adult (eg 6 or 7 books on a table that the children chose from).
- On day 2 and 4, for 5 minutes, children access Bug Club e-books on ipads or read their decodable reading book quietly.
- This is followed with 5 minutes reading and revising their Common Exception and High Frequency words.
- Teachers will use the time to monitor that all children are engaged in reading activity, share their enjoyment of the books and support children in their reading choices.
- Children who are independent readers in the class can be given more choice over what they would like to read.
- Teachers will put our standardised OAC ‘Do not disturb – independent reading in progress’ sign on the door during this time to allow children uninterrupted and quiet reading time.

Year 2

Rationale & Strategy:

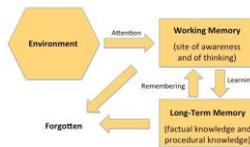
- To begin to select their own reading material so that they engage with it
- To begin to develop reading/book stamina

Process:

- **Independent reading time 10 minutes per day, 4 days per week, with access to Bug Club on ipads,** their reading books, Read Aloud books and topic / non-fiction books from the classroom selection.
- Teachers will use the time to monitor that all children are engaged in reading, share their enjoyment of the books and support children in their reading choices.
- Children who are not yet able to read independently can sit in the annex with the classroom assistant to listen to a story and practise Common Exception / High Frequency words.
- Teachers will put our standardised OAC ‘Do not disturb – independent reading in progress’ sign on the door during this time to allow children uninterrupted and quiet reading time.

Year 3 – 6

Rationale & Strategy:



- To develop the ability to select their own reading material and read in a sustained manner.
- To secure the 'reading mileage' necessary to be effective, confident readers through developing reading stamina.

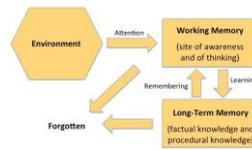
Process:

- **Independent reading 15 minutes per day, 5 days per week.**
- Every child will read during independent reading.
- Every child who can access the AR levelled books will have a points target set termly. Children who meet or exceed their target will get certificates and a reward (eg doughnut / ice cream / extra playtime etc) at the end of each term.
- Teachers will spend the first week of the term discussing with each child their reading progress during the previous term, their new target, and suggesting authors or subjects for the child to explore.
- Teachers will use the time to monitor that all children are reading, support children in their book choices, and ensure children are taking AR quizzes on finishing each book.
- Children will change books on one day per week (see timetable below). Children who read shorter books will need to choose 4 or 5 to last them the week. Children can also read e-books, using Accessit / Wheelers, and topic or other non-fiction books, with the agreement of the teacher.
- If a child needs to change their book on another day, it should be done during their play time or dinner time (not during independent reading time).
- Books will be stored in drawers or folders ready to access at the required time.
- Teachers will monitor children's quiz results. Teachers will choose appropriate books for children who have difficulty successfully answering quizzes and give those children support. This might be by allowing them to refer to the book during the quiz or encouraging them to make notes while reading the book.
- Teachers will put our standardised OAC 'Do not disturb – independent reading in progress' sign on the door during this time to allow children uninterrupted and quiet reading time.
- Teaching Assistants can hear children read outside the classroom during this time. They should aim to hear 3 children per session. Those children should all go with the TA, taking books with them, and not returning to the class until the end of the reading session.
- To generate some accountability from pupils, we suggest that teachers use the final part of the session (approximately 1 minute) to do a "pair and share" activity: teachers pose the questions 'what happened in your text?' and/or 'what did you find out?'. Children then tell their partner. Teachers then select (sensitively) two or three pupils to share what their partner said (this ensures the need to listen well to each other).
- Suggested timetable for changing books:
 - Monday: Year 3
 - Tuesday: Year 4
 - Wednesday: Year 5
 - Thursday: Year 6

Oasis Academy: Connaught

Act Kind; Keep Safe; Work Hard; Take Pride

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