## **Reading at Ox Close**

At Ox Close, reading remains one of the key foundations of our curriculum, aiming to bring together quality first teaching and a love of reading in order to fully embed our students in the world of literature and develop well-rounded individuals, who are fully prepared for the next stages of their education.

This Reading Spine demonstrates the role of high-quality texts, a range of story-types and exposure to both modern and classical stories that enhance children's vocabulary and support their creative writing across all subjects.

## EYFS (Nursery and Reception)

With our youngest pupils we share a range of carefully-selected texts which aim to motivate and engage our children. Through the use of continuous provision, they are able to make and explore links between the key early learning goals and become familiar with a variety of traditional tales in order to develop their communication and language skills.

In Reception, teaching builds on the foundations laid in Nursery and utilises common story patterns and characters to begin to extend their knowledge of story language and structures. This aims to instil confidence in our students when retelling these stories and allow them to demonstrate their use of a good range of content-specific vocabulary.

## Key Stage 1

Alongside the use of Little Wandle Letters and Sounds Revised and the corresponding decodable books, our children are exposed to a wide range of text types covered in this document, which are clearly linked to curriculum themes and topics. This approach ensures that subject-specific vocabulary punctuates individual and group discussions that form the basis of all lessons, whilst allowing children to access the materials though whole-class stories, continuous provision activities and free-reading time.

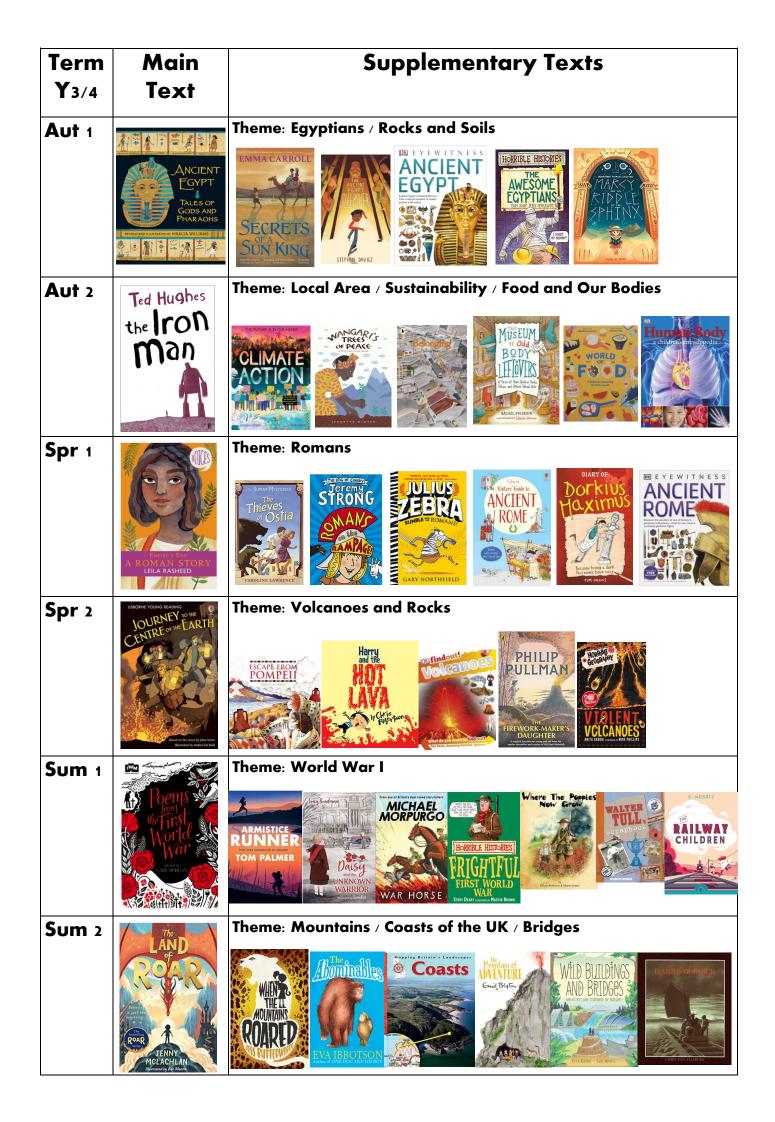
## Key Stage 2

Our older students continue to build upon the key skills and knowledge obtained in Key Stage 1 and a broader range of subjects, topics and writing styles allows them to become fluent, independent and enthusiastic readers. Focused reading sessions provide opportunities to discuss each text in depth and teaching revolves around a solid comprehension of common themes and question types. Pupils are challenged to display reading skills that follow the National Curriculum requirements and to model an excellent understanding of the importance of new and exciting vocabulary.

| Term<br>Nursery | Text Selection  | Fairy tales /<br>Traditional Tales                          |
|-----------------|---|---|
| Aut 1           | All About Me         Ten Bills Argenty  | Coldilocks<br>and the<br>Three Bears                        |
| Aut 2           | Theme: Let's Celebrate:   | Ladybird First Favourite Tales<br>Cinderella                |
| Spr 1           | Theme: Out of the World   | Ludybird First Favourite Tales                              |
| Spr 2           | Theme: The Great Outdoors         Image: State of the state of th | Ladybird First Favourite Tales                              |
| Sum 1           | Theme: We're off on a Journey         Image: State of the state o | Ladybird First Pavourite Tales                              |
| Sum 2           | Theme: Water, Water Everywhere         Image: Comparison of the state of the s | Ladybird First Favourite Tales<br>Jack and the<br>Beanstalk |

| Term<br><sub>Rec</sub> | Text Selection   | Fairy tales /<br>Traditional Tales   |
|------------------------|--|--|
| Aut 1                  | Image: State of the state | Ladybird First Favourite Tales   |
| Aut 2                  | Theme: Our World     Image: Street       | Ladybird First Favourite Tales   |
| Spr 1                  | Theme: A Mysterious Egg         Image: A mysterious Egg  | Ladybird First Favourite Tales<br>the Ugly B<br>Duokling<br>Construction<br>Construction<br>Construction<br>Construction<br>Construction<br>Construction<br>Construction<br>Construction<br>Construction<br>Construction<br>Construction<br>Construction<br>Construction<br>Construction<br>Construction<br>Construction<br>Construction<br>Construction<br>Construction<br>Construction<br>Construction<br>Construction<br>Construction<br>Construction<br>Construction<br>Construction<br>Construction<br>Construction<br>Construction<br>Construction<br>Construction<br>Construction<br>Construction<br>Construction<br>Construction<br>Construction<br>Construction<br>Construction<br>Construction<br>Construction<br>Construction<br>Construction<br>Construction<br>Construction<br>Construction<br>Construction<br>Construction<br>Construction<br>Construction<br>Construction<br>Construction<br>Construction<br>Construction<br>Construction<br>Construction<br>Construction<br>Construction<br>Construction<br>Construction<br>Construction<br>Construction<br>Construction<br>Construction<br>Construction<br>Construction<br>Construction<br>Construction<br>Construction<br>Construction<br>Construction<br>Construction<br>Construction<br>Construction<br>Construction<br>Construction<br>Construction<br>Construction<br>Construction<br>Construction<br>Construction<br>Construction<br>Construction<br>Construction<br>Construction<br>Construction<br>Construction<br>Construction<br>Construction<br>Construction<br>Construction<br>Construction<br>Construction<br>Construction<br>Construction<br>Construction<br>Construction<br>Construction<br>Construction<br>Construction<br>Construction<br>Construction<br>Construction<br>Construction<br>Construction<br>Construction<br>Construction<br>Construction<br>Construction<br>Construction<br>Construction<br>Construction<br>Construction<br>Construction<br>Construction<br>Construction<br>Construction<br>Construction<br>Construction<br>Construction<br>Construction<br>Construction<br>Construction<br>Construction<br>Construction<br>Construction<br>Construction<br>Construction<br>Construction<br>Construction<br>Construction<br>Construction<br>Construction<br>Construction<br>Construction<br>Construction<br>Construction<br>Construction<br>Construction<br>Construction<br>Construction<br>Construction<br>Construction<br>Cons |
| Spr 2                  | Theme: A Little Seed         Image: A constraint of the prince of the p                          | Ladybird First Favourite Tales<br>Gingenbread<br>Man   |
| Sum 1                  | Theme: Life Cycles         Image: State of the state                          | Read it yourself from tagging  |
| Sum 2                  | Theme: Journeys         Image: State of the state of                          | Ladybird First Favourite Tales<br>Hanse<br>Gretel  |

| Term         | Main   | Supplementary Texts  |
|--------------|--|--|
| <b>Y</b> 1/2 | Text   |  |
| Aut 1        | Letter Proper BIG DEEAMS*<br>Illeil Aumstrang  | Theme: Space         Image: Space |
|              | between Kongeler and State Market State<br>Writers in Marcen Market State Market State<br>Bastreend by Christoples Jorques |  |
| Aut 2        | Pordia Brayania Dane Even<br>Coming to<br>England  | Theme: Countries of the UK / Continents and Oceans   |
| Spr 1        | Hele Hope of Sand Planer<br>Hele Hope of Sand Planer<br>Hele GIRL<br>Made Ha<br>DINOSAUR                                   |  |
| Spr 2        |  | Theme: Minibeasts / Local Area   |
|              | SUPERWORM  |  |
| Sum 1        | The<br>Hodgeheg<br>Dick King Smith<br>To water of minut observery  | Theme: Plants and Animals / Under the Sea  |
|              |  |  |
| Sum 2        | The<br>Lighthouse<br>Keeper's Lunch<br>Rerda and David Arattage  | Theme: Seaside Locations / Holidays  |
|              |  | <image/>   |



| Term<br>Y5/6 | Main<br>Text   | Supplementary Texts   |
|--------------|--|---|
| Aut 1        | Söcistys<br>HIRTEENs   |   |
| Aut 2        | <text></text>  | <image/>  |
| Spr 1        | CHRISTOPHER EDGE   |   |
| Spr 2        | EINER OF THE CHERELY SEVEN AGAIN   | Theme: Brazil   |
| Sum 1        | Poends version of the second sec | Theme: World War 2         Image: state of the state |
| Sum 2        | R.J. Palacia   | <image/>  |