



Mickleover Primary School Reading Scheme Oxford Reading Tree



At MPS we use the Oxford Reading Tree as the main reading scheme to teach, assess and engage our young readers. ORT offers readers a range of strategies for them to develop as well as the opportunity to discover a strategy that best suits their learning needs. Some of these include, systematic phonics, contextual clues and sight vocabulary. Oxford Reading Tree's well-loved characters, breadth and enrichment makes reading engaging, fruitful and enjoyable whilst specifically promoting strong vocabulary amongst learners. Our reading books are matched to the phases of phonics set out in the Letters and Sounds scheme, meaning that each child receives a book that will consolidate and accelerate their phonics learning where appropriate.

Our reading scheme allows us to do the following:

- **Teach** - using systematic phonics resources.
- **Practise** - with more decodable readers.
- **Offer richer reading** - through a huge selection of stories and text types.
- **Make progress** - through careful levelling.
- **Support parents** - with engaging stories.
- **Assess** every child and **identify** their reading level.
- **Choose** the right books to move them on.
- **Evidence** their progress.

The children at Mickleover will receive a new text on a regular basis that will inform their teacher of their next steps to success. A reading record will also provide parents with top tips and advice as well as notes that celebrate success.

Colour banding is how we assess and level the children's progress. Below is an example of the progression through the book band colours and their related stages. The chart shows the progress of an 'average' band of children- but no individual child is 'average', so no child makes smooth progress precisely in this way. Children tend to learn in fits and starts – periods of growth followed by periods of consolidation when their progress seems to halt for a while. The periods where you don't see rapid progress may be worrying, especially after a 'growth spurt', but they are important as your child develops confidence in using and applying their newly acquired skills. If you are ever worried about your child's progress, talk to their teacher

Book Band Colour	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Lilac							
Pink							
Red							
Yellow							
Blue							
Green							
Orange							
Turquoise							
Purple							
Gold							
White							
Lime							
Brown							
Grey							
Blue (KS2)							
Red (KS2)							

Oxford Reading Tree is the focus for our individual reading, not our whole class reading. Another one of our aims is to expose children to a variety of texts and authors. This will give even more purpose to their reading and learning and contextualise the children's reading experiences even more.

Children may also take home a Collins or Big Cat book, which has been carefully assigned a phonics phase. These too relate to the colour bands system and enables the books to be effectively pitched.

Our Scheme in Pictures

*Decodable means the words can be sounded out as they are spelt. 80% decodable means 80% of the text is decodable and can therefore be sounded out using phonics skills.

*Sight vocabulary are words that children can read rapidly without sounding them out.

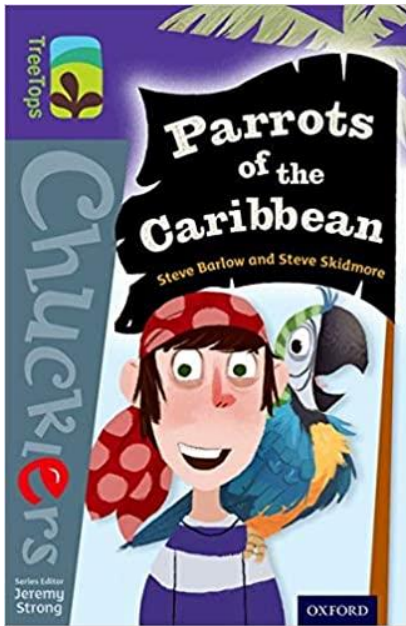
*Tricky words require sight vocabulary and cannot be sounded out.



Non- Fiction
EYFS/KS1
100% Decodable



Non- Fiction
EYFS/KS1/KS2
80% Decodable* 20% Sight Vocabulary*



Fiction
KS2
Comprehension Based



Oxford Reading Tree

Fiction / Non-Fiction
EYFS/KS1/ KS2
Phonics Decodable and Sight Vocabulary*

Fiction / Non-Fiction
EYFS/KS1/ KS2
Phonics Decodable and Sight Vocabulary

